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ABSTRACT

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in heating and air conditioning. The introductory section examines assumptions about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification, function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary, covers the following topics: safety and tools, soldering and silver brazing, electricity, refrigeration systems and their maintenance, refrigeration/air conditioning troubleshooting and repair, electrical controls, and basic (gas) heating. The fifth chapter lists print materials for heating and air conditioning and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

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VESL for Heating and Air Conditioning:

A Competency-based Curriculum Guide

Project OSCAER

Northwest Educational Cooperative

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VESL
for Heating
and Air Conditioning:

A Competency-based Curriculum Guide

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September 1987

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The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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Jeanne Lopez-Valadez, Project Director

PREFACE

The United States is a rich multilingual, multicultural country. Unfortunately, for a large segment of its population, the inability to function in the English language has meant exclusion from training programs and services as well as high unemployment or underemployment. The number of individuals who are limited English proficient (LEP) can only be estimated. Estimates of LEP persons aged 16 years and older totaled over 11 million as of 1980. Increased immigration and childbirth rates among linguistic minority groups have continued to add to the LEP figure.

LEP persons have several characteristics in common. First, LEP persons speak a language other than English and have learned English as a second language. In addition to their language differences, LEP persons come from various cultural backgrounds and may need help adjusting culturally as well as linguistically. Due to their limited ability in English, LEP persons are unable to benefit fully in an English only vocational program. Therefore, they need special assistance to succeed in educational and training programs.

Like any other group of trainees, they have differing skills, weaknesses, interests and work experience. To begin with, they vary in their abilities to understand, speak, read and write English. Many LEP persons have little formal education and may be illiterate even in their native language. Others are highly educated and trained persons for whom language is the primary impediment to employment. Unfortunately, the bulk of the LEP are from a low socio-economic status and share in its related problems.

To service the unique needs of the LEP population and improve their employment and economic opportunities, bilingual vocational training (BVT) programs have been implemented across the country for over a decade. The primary intent of these programs is to prepare LEP adults for employment by providing the necessary language and occupational skills training. The vocational skills are taught using English and the trainee's native language. This is done to make sure trainees can understand and participate fully in instruction. Occupationally specific language skills are taught concurrently in vocational English as a second language (VESL) classes which are closely tied to the vocational component. Active recruitment, bilingual counseling,

job development and various support services are common features of these programs. Because of the newness of the BVT field and the diversity among the programs, commercial publishers have been slow to respond to the demand for curriculum materials for the LEP, particularly in the area of occupationally specific ESL materials. Although teacher-developed resources exist, their availability and transferability are often limited. In response to this need, the U.S. Department of Education, Office of Vocational Education, has funded a series of bilingual vocational projects related to materials development. Project OSCAER, funded to the Northwest Educational Cooperative, is one such project.

The purpose of Project OSCAER was to develop VESL curriculum guides and computer software in the areas of data entry, heating and air conditioning, and cooking. As part of its activities, Project OSCAER trained ESL teachers and BVT staff in curriculum development and the use of editable software. Six federally funded BVT programs were selected to assist in the development and pilot testing of the project's products. (See Appendix A for project abstracts.)

This curriculum guide is intended to be used by vocational training programs in the development of curriculum and instructional resources for the vocational ESL component. As such, the primary user is the vocational ESL teacher. However, other program staff may find the guide helpful as well. Program coordinators will find a listing of the ococupational and language competencies common to heating and air conditioning service technicians and helpers. Vocational teachers can utilize the vocabulary and resource sections to integrate language reinforcement into their instruction. Counselors and job developers can use the competencies for counseling students and for speaking with potential employers. Because of the unique features in each program, the guide has been designed to be descriptive rather than prescriptive. That is, the various sections of the guide can be used in whole or in part and sequenced to suit each program.

The set of VESL computer lessons developed for each vocational area can serve as tutorial or remedial activities. Vocabulary, grammar, reading skills, and problem solving can be reinforced using the lessons. For further information on the computer software for the vocational area addressed in this guide, see the bibliography in Chapter V.

CHAPTER I: INTRODUCTION

CHAPTER I: INTRODUCTION

This vocational ESL curriculum is designed for VESL teachers as a guide for developing the occupational language component of a vocational training program for limited English proficient youth and adults. To expedite the LEP trainees' transition to the world of work, the curriculum provides a competency-based focus. This approach identifies minimal performance criteria (competencies) needed to function in a given situation. These are derived from the language needs of training, on-the-job communication and job seeking. In a competency-based approach to language teaching, grammar plays a secondary or supportive role to the overall language goal. The advantages a competency-based language approach offers are: 1) a method for selecting relevant language tasks from the total universe of language instruction, 2) program accountability in terms that employers and non-ESL staff can understand, and 3) a means of student evaluation.

The curriculum encompasses the job-related language needs of persons preparing for entry level occupations in the field of heating and air conditioning, including service technicians and service technician helpers. Persons in this occupation generally have the following responsibilities:

HEATING AND AIR CONDITIONING SERVICE TECHNICIAN

- In general, install, repair, and perform maintenance on commercial or residential heating and cooling systems.
- Use tools, instruments, and equipment necessary to perform duties.
- Solder and/or silver braze fittings and tubing.
- Install tubing and piping assemblies.
- Check operating pressures, evacuate, charge, and repair leaks in cooling systems; clean systems.
- Check operations of furnaces; clean furnaces
- Replace defective components of systems.
- Apply knowledge of electricity to the installation or repair of systems.
- Refer to nameplates and service manuals for needed information.

SERVICE TECHNICIAN HELPER

- Assist the service technician in performing the above and related tasks.

The guide has been developed utilizing the vocational and language competencies required of persons in this field. The curriculum represents the equivalent of a 16-32 week full-time training cycle. Generally VESL is provided for 2 hours daily.

Several assumptions have been made regarding the learner, the training process, and the VESL class.

Assumptions About the Learner

1. The learner's English proficiency is generally at a high beginning level.

The use of a learner's native language in the training process or on the job allows a person with a very limited knowledge of English to learn a skill and to use that skill on a job. Even with the use of the learner's native language, basic English is very important for functioning. Both research and extensive experience in BVT training have indicated that the learner should have sufficient English language skills to handle basic social interactions and life-coping language needs. (See Appendix B for sample survival ESL competencies.) Therefore, although BVT programs often accept students with very little English, their target population is persons at a high beginning level.

A helpful guide for classifying students by language proficiency is that developed by the Mainstream English Language Training (MELT) Project. The MELT system provides ten Student Performance Levels (SPL). For training in culinary arts, students should have an SPL of II or greater. At SPL II, a person can function in a limited way in situations related to immediate needs and can handle routine entry level jobs that involve only the most basic communication and in which tasks can be demonstrated. Oral communication skills are limited to simple learned phrases using very basic grammar. Literacy is confined to recognizing numbers and common words and writing personal information. (For a complete description of the MELT Student Performance Levels, see Appendix C.)

English proficiency can be tested using either locally developed instruments or standarized tests such as the English as a Second language Oral Assessment (ESLOA), the MELT Basic English Skills Test (BEST), or the Bilingual Vocational Oral Proficiency Test (BVOPT). Native language proficiency and literacy are also taken into account both in terms of the ability to learn English and the type of support materials to be used.

Assumptions About the Training Process

1. The skills training utilizes a competency-based, hands-on approach.

The vocational content listed in this curriculum consists of a list of competencies which students learn to perform. The focus of the instruction is the demonstration, explanation, and practice of a skill. The instruction does not consist of either lengthy lectures or extensive reading about theory or practice.

Observation of vocational training has resulted in the identification of an eight-step process which instructors usually use when teaching a new skill. These steps and the language required are similar to those used for performing a task on the job. Through surveys both teachers and employers have indicated that the major problem with the LEP's performance is due to their inability to comprehend and follow instructions as well as a failure to clarify or verify instructions. The chart below summarizes the steps for learning and performing a task with examples of language for each.

LEARNING A TASK			PERFORMING A TASK		
STEPS	SAMPLE		STEPS	SAMPLE	
Assessment of student's knowledge:	Instructor:	How do you use a guage manifold?	Instructions:	Supervisor:	We'll have to install a service valve on this line.
Task Demonstration and explanation:	Instructor:	Connect this line to the service valve on the high-pressure side of the system.	Clarification/verification:	Worker: or	Should I do it now? O.K., I'll take care of it.
Comprehension check:	Instructor: or	Do you understand? What do you connect this line to?	Task performance		
Clarification or verification:	Student: or	The high-pressure side? I understand.	Feedback:	Supervisor: or	Yes, that's better. I think you've got a leak.
Task performance			Acknowledgement:	Worker: or	O.K. What should I do next? Yes, you're right. I'll fix it.
Task completion:	Student:	I'm done.			
Feedback:	Instructor: or	Good job. You didn't do this right.			
Acknowledgement:	Student: or	Thanks. I'll do it over.			

2. The vocational training is offered bilingually.

To assure the LEP students opportunity for successful participation, vocational training programs adapt their instruction linguistically and culturally. In the case of BVT programs, the vocational teachers are bilingual individuals who use the student's native language to explain concepts or procedures not understood in English only. Other programs use bilingual aides, peer tutors and bilingual materials to help LEP students understand the vocational content. As the student attains more English, the vocational component relies less on the native language. The vocational teacher also assumes responsibility for reinforcing and practicing the English learned in the VESL class.

Assumptions About the VESL Class

1. The VESL class should emphasize the language needed to learn the skills and use the skills on the job.

VESL classes teach the language of the vocational training area - the structures, vocabulary and communication functions specific to a particular job or field. Because one is teaching language within a vocational context, vocational concepts are naturally reinforced. The instructional objectives of the VESL class should be:

a. to teach the students sufficient English to successfully complete the vocational training program.
b. to teach the students sufficient English to function on the job for which she/he is being trained.
c. to teach the students sufficient English to seek and obtain employment.

The VESL class is not intended as a tutoring session for vocational content or an approach to teaching vocational concepts and skills.

2. The emphasis the VESL class places on listening, speaking, reading, or writing skills should depend on the language demands of the job placement planned and the instructional mode of the vocational training component.

Heating and air conditioning workers need to interact verbally with co-workers and customers. They must read enough to extract information from equipment nameplates and service manuals, and must write enough to fill out service reports. If the vocational instruction is primarily in the native language, less attention has to be placed on those language competencies which relate solely to functioning in the classroom, for example, describing the function of a tool or piece of equipment to demonstrate knowledge. When English is the main medium of instruction in the vocational class, students must be prepared to receive information, ask questions, and take tests in English.

3. The VESL class is offered concurrently with the skills training.

In a BVT program, the language instruction constitutes a formal component of the program and is taught by persons with experience and/or training in ESL methodology. The VESL class is usually taught daily although some programs offer it three days a week. Generally the VESL class begins at the same time as the training class. In a few cases, VESL instruction begins a few weeks before training to introduce classroom language. (In addition to daily instruction, individual tutoring, lab time on computers or audio equipment, and home learning aids often supplement the VESL class.)

4. The specific content and sequence for the language component should be derived from and coordinated with one's local vocational curriculum.

This necessitates strong coordination and cooperation between the vocational and the ESL staff. Coordination can assure that each staff member is working toward the same goal. By cooperating, each instructor can also learn the other's field, thereby facilitating his/her own job. But most importantly, the coordination between the ESL and the vocational staff will result in relevant curriculum and instruction for the LEP student. BVT programs routinely schedule weekly meetings to design coordinated lesson plans, and some programs have found it best for instructors to meet daily.

Local Adaptation of the Curriculum

This section provides a process for adapting the OSCAER curriculum for local use. Most of the steps require the involvement of the VESL teacher as well as the vocational instructor and job developer/counselor. Ongoing team planning is the most efficient approach to insuring complementary instruction which reinforces the vocational and the language skills.

STEP ONE: IDENTIFY AND SEQUENCE VOCATIONAL COMPETENCIES TO BE TAUGHT	
ACTIVITIES	PERSON RESPONSIBLE
a. Determine types of job placements planned and skills required	Vocational teacher and/or job developer
b. Select and adapt (as needed) vocational competencies in Chapter IV.	Vocational teacher and/or job developer
c. Sequence competencies into instructional units.	Vocational teacher and/or job developer

STEP TWO: IDENTIFY LANGUAGE NEEDS FROM TRAINING	
ACTIVITIES	PERSON RESPONSIBLE
a. Interview vocational teacher and counselor/job developer to identify language skills needed (See Appendix D).	VESL teacher
b. Observe classes and review instructional materials used.	VESL teacher
c. Select and adapt (as needed) language competencies in Chapter II.	VESL and vocational teachers

STEP THREE: DEVELOP LESSON PLANS	
ACTIVITIES	PERSON RESPONSIBLE
a. Select lesson outcomes and content-vocational and related language competencies (Chapter II).	VESL and vocational teachers
b. Select grammatical focus and language samples (Chapter III).	VESL teacher
c. Select appropriate learning activities (Chapter IV).	Vocational and VESL teachers
d. Select appropriate learning activities (Appendix E).	VESL teacher
e. Select and/or develop instructional materials (Chapter V).	VESL teacher
f. Select method of student evaluation (Appendix F).	VESL teacher

STEP FOUR: EVALUATE CURRICULUM AND LESSON PLANS	
ACTIVITIES	PERSON RESPONSIBLE
a. Conduct periodic student assessment.	VESL teacher
b. Conduct ongoing teacher assessment.	Project director
c. Request input from vocational teacher(s) and counselor.	VESL teacher and project director
d. Conduct employer and trainee follow-up (See Appendix G).	Job developer

In summary, a curriculum provides the scope and sequence of the course content. A VESL teacher uses the curriculum to design lesson plans which address the students' needs and level of English proficiency. In other words, the curriculum is the "what"; the lesson plans are the "how to."

A lesson plan format and two sample lessons follow. Subsequent chapters and appendices provide the material for developing lesson plans customized to the needs of a particular program.

SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:

LANGUAGE COMPETENCY(IES):

GRAMMATICAL FOCUS:	
LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)

VOCABULARY:

ACTIVITIES:

MATERIALS:

EVALUATION:

HEATING AND AIR CONDITIONING
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
Demonstrate knowledge of basic refrigeration tools.

LANGUAGE COMPETENCY(IES):
I.1 Comprehend and identify a service technician's tools.
C.1 Express understanding or lack of understanding.

GRAMMATICAL FOCUS:
Present tense BE, demonstrative pronouns, indefinite articles, descriptive adjectives, YES/NO question, WH-questions, short answers

LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)
Instructor: This is a wrench. Is this a box socket wrench? Trainee: Yes, it is. (No, it isn't.)	Numbers and fractions found on tools which express type or size, e.g., "5/8" inch wrench.
Instructor: What are these? Trainee: Those are box socket wrenches.	
Trainee 1: What kind of pliers are these? Trainee 2: Those are needle-nose pliers.	

VOCABULARY:
Names of refrigeration tools (see vocabulary for Vocational Competency #6)
Expressions such as WHAT KIND OF, BE + CALLED

ACTIVITIES:
- Repetition drill: instructor introduces tools and names.
- Question/answer: instructor asks YES/NO questions about tool names.
- Matching: instructor gives the name of a tool and trainees locate and marks it in a handout with pictures of tools (e.g., instructors says "Place a number 1 next to the hacksaw.")
- Question/Answer: instructor asks trainees for names of tools.
- Trainee interaction: trainees, in pairs, ask each other and respond to questions about tool names using either tools or flashcards.

MATERIALS:
Refrigeration tools, flashcards of tools, matching exercise handouts.

EVALUATION:
Trainees indicate knowledge of tools by matching an aural cue to a picture of the tool (see matching activity above) and/or trainees give names of tools in response to direct questions.

HEATING AND AIR CONDITIONING
SAMPLE VESL LESSON PLAN

VOCATIONAL COMPETENCY:
Form various tube and fitting connections using soft soldering and silver brazing.

LANGUAGE COMPETENCY(IES):
I.4 Comprehend and identify work related supplier.
T.2 Follow and give basic multiple-step instructions.
T.3 Follow and give multi-step, sequential instructions.
T.12 Request supervisor or trainer to check work.

GRAMMATICAL FOCUS:

WHAT/WHICH questions, descriptive adjectives, imperatives, adverbs of time and sequence.

LANGUAGE SAMPLES: (Listening/Speaking)	(Reading/Writing)
Instructor: What do you have to do before you apply flux to your tubing? Trainee: I have to remove the burr and sand the outside of the tubing.	Descriptions, specifications and warnings found on related supplies and equipment, e.g., - 95/5 compound - "Hold away from clothing."
Trainee: Which fitting do I need? Instructor: A "T" fitting.	

VOCABULARY:
Names of supplies needed for task (see vocabulary for Vocational Competency #6)
Sequence adverbs, SHOULD, HAVE TO, MUST, expressions such as HOW'S THIS?

ACTIVITIES:
- Substitution drills: practice names of work related supplies and equipment.
- Sequencing exercises: teach comprehension of sequence adverbs.
- Total physical response: emphasize imperatives, sequence adverbs, and important vocabulary items.
- Strip story: instructor conducts sequential steps exercise by passing out individual sentences which are part of a mechanical procedure and then having trainees organize them into the correct sequence.
- Role play: trainees practice giving and following instructions, asking for assistance, etc.

MATERIALS:
Supplies (including packaging) needed for soldering and brazing, "strip story" outlining a procedure.

EVALUATION:
- Given oral instructions, trainees perform a procedure.
- Trainees provide short answers to verify comprehension of sequential tasks.
- Trainees give instructions for a procedure using adverbs of sequence.

CHAPTER II: LANGUAGE COMPETENCIES

CHAPTER II. LANGUAGE COMPETENCIES

The language competencies listed in this section were identified by observing the language interaction and use in instructional and workplace settings. General VESL competencies from the Work English curriculum were also reviewed and incorporated as needed. The VESL consultants then verified the competencies list and the language samples developed.

The language competencies indicate expected student performance outcomes. The difference between a language competency and a vocational competency is that the language competency involves the learning of language skills needed for performing in a given situation while a vocational competency involves the demonstration of an occupational skill. In some cases a competency may relate to a vocational skill but it may be considered a language skill.

The language competencies herein are divided into six topical areas:

IDENTIFICATION - This topic is vital to the training process. Instructors often identify and define terms prior to the actual skills training. Instructors also require students to identify, refer to, and sometimes define objects or concepts as part of their assessment of a student's knowledge. On the job, however, the worker would simply be required to comprehend and use the name of an item.

FUNCTION AND PROCESS - As part of the training process, the instructor often explains the function and usage of equipment and related mechanical processes. Students are often expected to do the same. This is more typical of training conducted primarily in English.

SAFETY - The competencies in this topic relate to work safety and play a vital role in training and on the job.

TASK PERFORMANCE - This topic relates to learning or performing a task. It consists of instructions for a task, performance of a task, request for supplies or assistance, reporting of task completion and feedback interaction. Following directions are as important during training as on the job. Giving directions has different purposes in the two settings - on the job it involves worker to co-worker interaction, while in training the student demonstrates knowledge by listing the procedures.

CLARIFICATION AND VERIFICATION - These are cross-topics, that is, they are a part of the total communication process and can be combined with any other competency or area of the language curriculum. These competencies are intended to insure that the student understands and can be understood by others. They also provide a means for a teacher or supervisor to determine when comprehension has taken place.

GENERAL EMPLOYMENT - This topic relates to competencies needed for obtaining and retaining any job. They are derived from the demands of the pre-employment training component of the vocational program.

Some language competencies have a one to one correspondence with a vocational or employability competency. Others like those under Task Performance are needed for learning most of the vocational skills and performing successfully on the job. Clarification and verification competencies relate to the total curriculum. It becomes apparent that the language competencies can be grouped and sequenced in a number of ways.

Selection and sequence of the language competencies for teaching should be based on: 1) the sequence of the vocational and the pre-employment curriculum, 2) the type and language(s) of instruction, and 3) the students' English proficiency. Generally, clarification competencies are taught from the beginning; task performance competencies are introduced when hands-on skills are taught; and general employment competencies are presented toward the end of the training cycle in preparation for job seeking. Although the language competencies can be sequenced in a variety of ways, some are more appropriate to certain vocational competencies. On page 16 is a list of the vocational competencies with samples of related language competencies which can be taught. The language competencies for general employment do not appear on this list because they relate more to the employability or job seeking component of the program. (For a list of employability competencies, see Appendix H).

IDENTIFICATION

I.1 Comprehend and identify a service technician's tools.

I.2 Comprehend and identify parts of a heating system.

I.3 Comprehend and identify parts of a refrigeration/air conditioning system.

I.4 Comprehend and identify work related supplies.

I.5 Identify and report resistance, voltage, and current readings.

I.6 Identify and report pressure and temperature readings for a refrigeration system.

FUNCTION AND PROCESS

*F.1 Describe function and usage of work related tools.

*F.2 Describe function and usage of work related supplies.

*F.3 Describe function and usage of work related equipment.

F.4 Describe basic refrigeration cycle.

F.5 Describe operation of basic furnace.

F.6 Describe work procedure for maintaining and/or repairing a system.

F.7 Describe causes for equipment malfunction.

SAFETY

S.1 Identify types and use of fire extinguishers.

*S.2 Describe appropriate clothing and safety equipment for lab and job.

S.3 Respond to oral warnings or basic commands about safety.

S.4 Warn others of existing hazardous situations.

S.5 Report and explain cause of accident in simple terms.

S.6 Identify and report hazardous procedures or situations.

S.7 Read safety signs and labels.

S.8 Describe proper maintenance of work area and tools.

TASK PERFORMANCE

T.1 Follow and give basic single-step instructions.

T.2 Follow and give basic multiple-step instructions.

T.3 Follow and give multi-step, sequential instructions.

T.4 Read and follow instructions in a service manual.

T.5 Ask customer to describe in detail nature of problem.

T.6 Indicate shortage of parts or tools.

T.7 State need to replace defective equipment or parts.

T.8 Borrow parts, supplies, or tools.

T.9 Request and explain location of place, person, or object.

T.10 Direct someone to a location.

T.11 State problem and request assistance.

T.12 Request supervisor or trainer to check work.

T.13 Report on progress or completion of work.

T.14 Offer apology or explanation for incomplete or unsatisfactory work.

T.15 Respond to work interruption.

T.16 Respond appropriately to positive and negative feedback.

CLARIFICATION AND VERIFICATION

C.1 Express understanding or lack of understanding.

C.2 Ask someone to repeat a word, phrase, or set of instructions.

C.3 Ask someone to speak more slowly.

C.4 Ask someone to pronounce or spell a word.

C.5 Request meaning of word, phrase, sentence, or abbreviation.

C.6 Request name or function of an object or substance.

C.7 Verify comprehension by repeating a word, phrase, or set of instructions.

GENERAL EMPLOYMENT

G.1 Request information about specific job opening over the phone or in person.

G.2 Read information found in classified ads.

G.3 Inquire about job openings by phone.

G.4 Request directions to job-site.

G.5 Write a job application letter in response to an ad.

G.6 Make an appointment for an interview by phone.

G.7 Complete a standard job application form.

*G.8 Respond to specific questions about personal data and previous work experience.

*G.9 Describe job skills and education needed for job.

G.10 State desired job, shift preference and starting date.

G.11 Ask questions regarding duties, salary, benefits, policies, and procedures.

G.12 Read and fill out W-4 and insurance forms.

G.13 Request time off or change of schedule.

G.14 Read common deductions on paycheck.

G.15 Report errors on paycheck.

G.16 Report tardiness or absence.

* These competencies are only used in an instructional setting or a job interview to demonstrate understanding and knowledge of content.

CROSS-REFERENCE OF VOCATIONAL AND LANGUAGE COMPETENCIES

VOCATIONAL COMPETENCY	LANGUAGE TOPICS I	F	S	T	C	SAMPLE LANGUAGE COMPETENCIES
Orientation - Safety and Tools						
1. Apply shop safety policies and procedures	x		x	x	x	I.4, S.1-S.8
2. Operate shop safety devices	x	x	x	x	x	F.3, S.1, S.3-4, S.7
3. Apply personal safety procedures	x		x	x	x	S.2-S.8
4. Identify safety color codes	x		x		x	I.4
5. Apply fire safety rules and procedures	x	x	x	x	x	F.3, S.1, S.4-6
6. Demonstrate knowledge of basic refrigeration tools	x	x	x	x	x	I.1, F.1-3, C.1, C.5-6
Soldering and Silver Brazing						
7. Form various tube and fitting connections using soft soldering and silver brazing	x	x	x		x	I.1, I.3-4, F.1-3, C.1-7
Electricity						
8. Measure resistance using a volt ohmmeter	x	x		x		I.4-5, F.3
9. Measure voltage in an electrical circuit	x	x		x		I.4-5, F.3
10. Measure current in an electrical circuit using an ammeter	x	x		x		I.4-5, F.3
11. Calculate values for current, resistance and voltage				x	x	T.1, C.1-5, C.7
12. Build a series circuit and measure the resistance, voltage and current values in the circuit	x	x		x	x	I.5, T.12-13
13. Build a parallel circuit and measure the resistance, voltage, and current values in the circuit	x	x		x	x	I.5, T.12-13
14. Build a combination circuit and measure the resistance, voltage, and current values in the circuit	x	x		x	x	I.5, T.12-13
15. Test electrical components and identify defective components	x	x	x	x	x	I.5, F.7, T.7

I = Identification S = Safety C = Clarification/Verification
F = Function and Process T = Task Performance

VOCATIONAL COMPETENCY	LANGUAGE TOPICS I	F	S	T	C	SAMPLE LANGUAGE COMPETENCIES
Introduction to Refrigeration Systems and Maintenance						
16. Draw a basic refrigeration system	x	x				I.3, F.4
17. Use pressure and vacuum gauges to determine the pressure of the refrigerant system	x	x	x	x	x	I.3-4,6, F.1-4, S.3-4, T.1-3, 12
18. Test refrigerant system for non-condensables	x			x	x	I.3-4, F.1-4
19. Evacuate a refrigeration system	x	x	x	x	x	T.1-3, C.1-5, 7, T.12
20. Charge a refrigeration system	x	x	x	x	x	T.1-3, C.1-5, 7, T.12
21. Check refrigerant charge in refrigeration system for temperature and suction pressure	x			x	x	I.6, F.1-4
22. Transfer refrigerants from one cylinder to another	x	x	x	x	x	I.4, F.2-3, S.3-7
Refrigeration/AC Troubleshooting and Repair						
23. Troubleshoot a refrigeration system	x	x	x	x	x	I.3, F.4, 6-7, T.3, 5, 7
24. Locate needed part and reapir information using a manufacturer's service manual	x		x	x	x	T.4, 8
25. Locate and repair leaks in a refrigeration system	x	x	x	x	x	I.3, F.4, 6-7, T.3, 6, 7
26. Replace filter-driers	x	x	x	x	x	I.1,3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7
27. Replace capillary tubes	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7
28. Check and/or replace compressor overload	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7
29. Check operation of compressor with service valves	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7
30. Test a compressor for electrical and mechanical functions	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7
31. Remove defective compressor and clean out the refrigeration system	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7

VOCATIONAL COMPETENCY	LANGUAGE TOPICS I	F	S	T	C	SAMPLE LANGUAGE COMPETENCIES
32. Replace a hermetic compressor	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3 6-8, 11-16, C.6-7
33. Remove and install an evaporator	x	x	x	x	x	I.1,3-4, F.1-4, 6-7, T.3 6-8, 11-16, C.6-7
34. Locate and repair leaks in an evaporator	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7
35. Check and service air-cooled condensors	x	x	x	x	x	I.1, 3-4, F.1-4, 6-7, T.3, 6-8, 11-16, C.6-7
Electrical Controls						
36. Install and adjust a thermostat according to manufacturer's specifications	x	x	x	x	x	I.2-3, F.4-5
37. Check the continuity of defrost, mullion, and drain heaters	x	x	x	x	x	F.4, 6-7
38. Replace a defrost heater	x	x	x	x	x	F.4, 6-7
39. Check a defrost thermostat for continuity	x	x	x	x	x	F.4, 6-7
40. Check and replace a defrost timer	x	x	x	x	x	F.4, 6-7
41. Replace solenoid valves	x	x	x	x	x	I.2-3, F.4-7
42. Check and replace current relays	x	x	x	x	x	I.2-3, F.4-7
Basic (Gas) Heating						
43. Adjust and replace low-pressure controls	x	x	x	x	x	I.2, F.5-6
44. Adjust and replace high-pressure controls	x	x	x	x	x	I.2, F.5-6
45. Check and adjust a thermostatic expansion valve to job specifications	x	x	x	x	x	I.2, F.5-6, T.4
46. Install and/or replace a furnace fan limit switch	x	x	x	x	x	I.2, F.5-6
47. Adjust the fan/limit controls according to predetermined settings	x	x	x	x	x	I.2, F.5-6, T.4
48. Light pilot and adjust burner	x	x	x	x	x	I.2, F.5-6, S.1,4,6-7
49. Adjust a gas regulator valve	x	x	x	x	x	I.2, F.5-6, S.1,4,6-7
50. Clean forced air heating furnaces	x	x	x	x	x	I.2, f.5-6, S.1,4,6-7

CHAPTER III: LANGUAGE SAMPLES

CHAPTER III: LANGUAGE SAMPLES

This chapter provides samples of natural, practical language for each of the language competencies identified in Chapter II. For those competencies involving listening and speaking, dialogues are given at two levels of English proficiency--Level One for high beginning and Level Two for intermediate. Examples of written materials are included for competencies involving literacy skills.

Clarification of Samples

1. For each set of samples, points of grammatical focus have been indicated. Grammatical focus items set off in brackets refer to the grammatical structures emphasized in the instructor's or supervisor's language. Grammatical focus items without brackets are those which should be emphasized in the trainees' language. (For a complete grammatical focus index, see Appendix I).

2. The speakers engaging in the dialogues are identified as instructor and trainee or as supervisor and worker. These titles indicate whether the interactions would typically occur in an instructional or a worksite setting.

3. The samples build in complexity as one proceeds from competency to competency within a topical area. For example, within the topical area "Identification", the language samples for competency I.2 are slightly more complex than those for I.1. A trainee's ability to identify things can range in grammatical complexity from giving YES/NO responses to providing detailed descriptions. While the curriculum attempts to cover an appropriate range of language structures, it is ultimately the task of the VESL instructor to adapt and supplement the samples provided here according to the demands of the particular vocational program.

IDENTIFICATION

COMPETENCY: I.1 COMPREHEND AND IDENTIFY A SERVICE TECHNICIAN'S TOOLS.

GRAMMATICAL FOCUS:

Level One: [WHAT questions, demonstrative pronouns, indefinite articles]
Demonstrative pronouns, present BE, indefinite articles, singular/plural nouns

Level Two: [WHAT KIND OF questions, WHOSE questions]
Demonstrative pronouns, present BE, indefinite articles, possessive pronouns, descriptive adjectives

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: This is a wrench. What is this (called)?	Instructor: These are wrenches. What are these (called)?
Trainee: That's a wrench.	Trainee: Those are wrenches.
Level Two	
Instructor: What kind of wrench is this?	Instructor: Whose wrenches are these?
Trainee: That's a box socket wrench.	Trainee: Those are his box socket wrenches.

COMPETENCY: I.2 COMPREHEND AND IDENTIFY PARTS OF A HEATING SYSTEM.

GRAMMATICAL FOCUS:

Level One: [YES/NO questions, definite articles]
Short answers, personal pronouns, YES/NO + present BE questions, definite articles

Level Two: [WHERE questions, WHICH questions]
Definite articles, present BE, prepositional phrases, (adverbial and adjectival) definite articles

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Is this the thermostat?	Trainee: Is this the thermocouple?
Trainee: Yes, it is. No, it isn't.	Instructor: Yes, it is. No, it isn't.
Level Two	
Instructor: Where is the bonnet?	Instructor: Which part is the burner?
Trainee: The bonnet is above the furnace.	Trainee: (The burner is) the part with the little holes.

COMPETENCY: I.3 COMPREHEND AND IDENTIFY THE PARTS OF A REFRIGERATION/AIR CONDITIONING SYSTEM.

GRAMMATICAL FOCUS:

Level One: WHAT + present BE (+ CALLED) questions

Level Two: Present YES/NO questions, descriptive adjectives

SAMPLE ORAL LANGUAGE
Level One Trainee: What is this (called)? Instructor: That is a condenser.
Level Two Trainee 1: Is this the evaporator? Trainee 2: No, the silver (other) part is.

COMPETENCY: I.4 COMPREHEND AND IDENTIFY WORK RELATED SUPPLIES.

GRAMMATICAL FOCUS:

Level One: [WHICH/WHAT questions, superlative adjectives]
Demonstrative adjectives, pronoun ONE, descriptive adjectives

Level Two: [WHICH/WHAT questions, indefinite ONE]
WHICH/WHAT questions, descriptive adjectives, relative pronouns, adjectival clauses

SAMPLE ORAL LANGUAGE	
Level One Instructor: Which type of fitting is the best for this joint? Trainee: This (that) one. This brass one.	
Level Two Trainee: Which (what) kind of tubing is this? Instructor: That's 3/4" copper tubing	Instructor: Which ones are the elbow fittings? Trainee: The elbow fittings are the smooth gold fittings that look like an "L".

COMPETENCY: I.5 IDENTIFY AND REPORT RESISTANCE, VOLTAGE, AND CURRENT READINGS.

GRAMMATICAL FOCUS:
Level One: [HOW question, passive, imperative]
Passive MEASURED IN, cardinal numbers

Level Two: [Comparative adjectives]
Imperative, comparative adjectives

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: How is resistance measured?	Instructor: Give me the resistance reading.
Trainee: It's measured in ohms.	Trainee: It's 10 ohms.
Level Two	
Trainee 1: Give me the resistance readings.	Instructor: Is the resistance reading higher or lower than the current reading?
Trainee 2: (They are) 10 ohms and 7 ohms.	Trainee: It's lower.

COMPETENCY: I.6 IDENTIFY AND REPORT PRESSURE AND TEMPERATURE READINGS FOR A REFRIGERATION SYSTEM.

GRAMMATICAL FOCUS:
Level One: [HOW + present DO questions, WHAT questions, past tense, ordinal number adjectives]
Simple present tense, ordinal number adjectives, past tense

Level Two: [BE questions, WHY questions]
Adverbial intensifiers, adverbial phrases, present continuous tense

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: How do you measure pressure?	Instructor: What was the second pressure reading?
Trainee: You measure it in pounds per square inch (psi).	Trainee: The second reading was 40 psi.
Level Two	
Instructor: Is the pressure in this system normal?	Instructor: Why aren't you getting a pressure reading?
Trainee: No, it's too high.	Trainee: Because the gage manifold is not working.

FUNCTION AND PROCESS

COMPETENCY: F.1 DESCRIBE FUNCTION AND USAGE OF WORK RELATED TOOLS.

GRAMMATICAL FOCUS:
Level One: [WHAT questions _ USED FOR]
Passive USED FOR + gerund, USED TO + infinitive

Level Two: [WHEN questions]
Adverbial clauses, HAVE TO + infinitive

SAMPLE ORAL LANGUAGE
Level One Instructor: What is a tube cutter used for? Trainee: (It is used for cutting tubing. (It is used) to cut tubing.
Level Two Instructor: When do you use a tube cutter? Trainee: (You use it) when you have to replace tubing.

COMPETENCY: F.2 DESCRIBE FUNCTION AND USAGE OF WORK RELATED SUPPLIES.

GRAMMATICAL FOCUS:
Level One: [WHY questions]
Infinitives

Level Two: [WHY questions, past tense]
Past tense, HAVE TO + infinitive, adverbial clauses, personal pronouns

SAMPLE ORAL LANGUAGE
Level One Instructor: Why do you use flux? Trainee: To get a good seal.
Level Two Instructor: Why did she use a compression fitting? Trainee: (Because) she had to join plastic tubing.

COMPETENCY: F.3 DESCRIBE FUNCTION AND USAGE OF WORK RELATED EQUIPMENT.

GRAMMATICAL FOCUS:
Level One: HOW + DO (SHOULD) question, prepositional phrases

Level Two: WHEN + DO question

SAMPLE ORAL LANGUAGE
Level One Trainee 1: How do I use the gage manifold? Trainee 2: You attach this hose to the low pressure side, and this hose on...
Level Two Trainee: When do you use a vacuum pump? Instructor: When you have to evacuate the system.

COMPETENCY: F.4 DESCRIBE BASIC REFRIGERATION CYCLE.

GRAMMATICAL FOCUS:
Level One: [present DO]
Simple present tense, prepositional phrases

Level Two: Adverbs of sequence, simple present tense (3rd person singular)

SAMPLE ORAL LANGUAGE
Level One Instructor: What does the compressor do? Trainee: The compressor increases the pressure on the refrigerant.
Level Two Instructor: How does an air conditioner work? Trainee: First, the (simple present tense) Next, ... Then, ... Finally, ...

COMPETENCY: F.5 DESCRIBE OPERATIONS OF BASIC FURNACE.

GRAMMATICAL FOCUS:
Level One: [WHAT questions]
Simple present, relative pronouns, two word verbs

Level Two: [Present conditional IF in question]
Noun clause, conjunctions EITHER/OR

SAMPLE ORAL LANGUAGE
Level One
Instructor: What is a thermostat?
Trainee: The thermostat is a control device which (that) turns the system on or off.
Level Two
Instructor: What is the problem if the pilot light always goes out?
Trainee: That means that either the part is dirty or there is a draft or...

COMPETENCY: F.6 DESCRIBE WORK PROCEDURE FOR MAINTAINING AND/OR REPAIRING A SYSTEM.

GRAMMATICAL FOCUS:
Level One: [WHAT questions, present continuous]
Present continuous, preposition + gerund

Level Two: Future GOING TO, adverbial IF clause

SAMPLE ORAL LANGUAGE
Level One
Instructor: What are you doing?
Trainee: I am charging the system by putting freon into it.
Level Two
Instructor: What are you going to do next?
Trainee: I am going to check the capillary tube to see if it is clogged.

COMPETENCY: F.7 DESCRIBE CAUSES OF EQUIPMENT MALFUNCTION.

GRAMMATICAL FOCUS:

Level One: [WHY + DID, two word verb ICE UP, future WILL conditional]
Passive, future WILL

Level Two: [WHY + DID, gerund object, future conditional]
Simple past, adverbial clauses, future conditional

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Why did the evaporator ice up?	Instructor: What will happen if the door gasket leaks?
Trainee: The thermostat was broken.	Trainee: Ice will build up on the evaporator.
Level Two	
Instructor: Why did the unit stop running?	Instructor: What will happen if the interior light stays on?
Trainee: It stopped running because the overload (protector) was broken.	Trainee: If the light stays on, the refrigerator section will be too warm.

SAFETY

COMPETENCY: S.1 IDENTIFY TYPES AND USE OF FIRE EXTINGUISHERS.

GRAMMATICAL FOCUS:
Level One: [THERE ARE questions, USED FOR questions]
THERE ARE

Level Two: [WHAT KIND OF questions]
USED FOR, WHAT + SHOULD questions

SAMPLE ORAL LANGUAGE

Level One

Instructor: What types of fire extinguishers are there?
Trainee: There are foam carbon dioxide, and dry chemical fire extinguishers.

Instructor: Is type C fire extinguisher used for electrical fires?
Trainee: Yes, it is.

Level Two

Instructor: What kind of fire is this fire extinguisher used for?
Trainee: It's used for wood, paper, and cloth fires.

Trainee: What kind of fire extinguisher should I use for an electrical fire?
Instructor: Type C

COMPETENCY: S.2 DESCRIBE APPROPRIATE CLOTHING AND SAFETY EQUIPMENT FOR LAB AND JOB.

GRAMMATICAL FOCUS:
Level One: [WHAT questions, comparative adjectives, MUST)
Comparative adjective, conjunction AND

Level Two: [Modals SHOULD, MUST, gerunds]
Modals MUST, SHOULD, infinitive, possessive adjective, prepositional phrases, two word verbs (TURN OFF)

SAMPLE ORAL LANGUAGE

Level One

Instructor: What are the most important things to wear on the job?
Trainee: The most important things are safety goggles, long pants, and work shoes.

Instructor: What must you do before you work on a refrigeration system?
Trainee: (You must) disconnect it.

Level Two

Instructor: Why should (he) you wear work shoes when working on a system?
Trainee: You should wear work shoes to protect your (his) feet from falling objects.

Instructor: What must you do before working on a refrigeration system?
Trainee: You must turn the power off.

COMPETENCY: S.3 RESPOND TO ORAL WARNINGS OR BASIC COMMANDS ABOUT SAFETY.

GRAMMATICAL FOCUS:
Level One: [Imperatives (negative)]
Short answers, future WILL (affirmative and negative)

Level Two: [WHAT questions, past tense]
Reported speech, infinitives, apologetic expressions

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Don't forget to turn off the power. Trainee: No, I won't.	Instructor: Remember to replace the blower door. Trainee: Yes, I will.
Level Two	
Instructor: What did I tell you about transferring refrigerants? Trainee: You said to check the pressure in the cylinder first. I'm sorry.	

COMPETENCY: S.4 WARN OTHERS OF EXISTING HAZARDOUS SITUATIONS.

GRAMMATICAL FOCUS:
Level One: [Imperative (negative)]
Imperative (Negative), short answers, future WILL

Level Two: Imperative THANKS FOR + gerund, SHOULD questions

SAMPLE ORAL LANGUAGE	
Level One	
Instructor: Watch Out! Trainee: (Physical response)	Trainee 1: Don't walk there! Trainee 2: Alright.
Level Two	
Trainee 1: Watch out for the torch! Trainee 2: Thanks for warning me. I'll stand back.	Trainee 1: Don't walk there! The floor is wet! Trainee 2: Thanks for telling me. Should I mop it up?

COMPETENCY: S.5 REPORT AND EXPLAIN CAUSE OF ACCIDENTS IN SIMPLE TERMS.

GRAMMATICAL FOCUS:
Level One: Simple past, possessive pronouns, adjectival prepositions

Level Two: WANT/WOULD LIKE + infinitive, reflexive pronouns, adverbial phrase + gerund + object noun, past continuous tense

SAMPLE ORAL LANGUAGE
Level One Trainee: I burned my finger. Instructor: What happened? Trainee: I burned it with the torch.
Level Two Trainee: I'd like to report an accident. Instructor: What happened? Trainee: John burned himself while he was using the torch.

COMPETENCY: S.6 IDENTIFY AND REPORT HAZARDOUS PROCEDURES OR SITUATIONS.

GRAMMATICAL FOCUS:
Level One: WOULD LIKE/WANT + infinitive, THERE IS/ARE

Level Two: Modal SHOULD + passive, THERE IS/ARE, intensifiers

SAMPLE ORAL LANGUAGE
Level One Trainee: I'd like to report a safety hazard. Instructor: What's the problem? Trainee: There's a lot of refrigerant in the air.
Level Two Trainee: I think the window should be opened. Instructor: Why? Trainee: There's too much refrigerant escaping into the air.

COMPETENCY: S.7 READ SAFETY SIGNS AND LABELS.

GRAMMATICAL FOCUS:
Level One: Descriptive adjectives, imperatives

Level Two: Modals + passive

SAMPLE WRITTEN LANGUAGE	
Level One	
Flammable Toxic Abrasive Do not inhale Danger: High voltage!	First Aid Eyewash Station Emergency Exit No Smoking
Level Two	
Caution: Capacitor may give electric shock! Blowers must never be operated without blower door in place.	

COMPETENCY: S.8 DESCRIBE PROPER MAINTENANCE OF WORK AREA AND TOOLS.

GRAMMATICAL FOCUS:
Level One: [Modal SHOULD question]
Modal SHOULD, adverbs of frequency, two word verbs (PUT AWAY), coordinating conjunction, possessive pronoun

Level Two: WHAT questions, adverbs of frequency, imperative, coordinating conjunction, descriptive adjectives

SAMPLE ORAL LANGUAGE
Level One
Instructor: How should you maintain your work area? Trainee: You should always put the tools away and keep your area clean.
Level Two
Instructor: What should I do with these tools when I'm finished? Trainee: Always return all materials and tools to their proper place, and always keep storage cabinets clean and orderly.

TASK PERFORMANCE

COMPETENCY: T.1 FOLLOW AND GIVE BASIC SINGLE STEP INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: Imperatives, possessive adjectives, short answers

Level Two: Imperatives, indirect objects, CAN/COULD questions, adverbs of location and time

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1:	Use your leg muscles.
Worker 2:	O.K.
Level Two	
Worker 1:	Hand me a Phillips.
Worker 2:	Here it is.
Worker 1:	Can (could) you hold the ladder for me?
Worker 2:	Sure. Just a minute.

COMPETENCY: T.2 FOLLOW AND GIVE BASIC MULTIPLE STEP DIRECTIONS.

GRAMMATICAL FOCUS:
Level One: WHAT + DO (SHOULD), imperatives

Level Two: WHAT + past DO, reported speech, two word verbs

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1:	What do I do?
Worker 2:	Check the pressure, vacuum the coils, and report back to the boss.
Level Two	
Worker 1:	What did he tell me to do?
Worker 2:	He told you to stop working, put away the tools, and clean up.

COMPETENCY: T.3 FOLLOW AND GIVE MULTI-STEP, SEQUENTIAL INSTRUCTIONS.

GRAMMATICAL FOCUS:

Level One: [HAVE TO questions, adverbs of sequence]
HAVE TO, adverbs of time and sequence

Level Two: [Adverbial clauses w/gerunds]
HAVE TO, adverbs of sequence

SAMPLE ORAL LANGUAGE

Level One

Instructor: What do you have to do before you apply flux to your tubing?

Trainee: I have to remove the burr and sandpaper the outside of the tubing.

Trainee: What do I do next?

Instructor: First, adjust the VOM to the ohms section. Then put the test leads into the meter.

Level Two

Instructor: What do you have to do after cutting the tubing?

Trainee: First, you have to remove the burr with a reamer. Then you have to clean the outside of the tube with sandpaper.

COMPETENCY: T.4 READ AND FOLLOW INSTRUCTIONS IN SERVICE MANUAL.

GRAMMATICAL FOCUS:

Level Two: Reading imperatives, passives, passives + models, infinitives, prepositional phrases.

SAMPLE WRITTEN LANGUAGE

(Level Two)

See Exhibit I.

Excerpt from service manual:

VENTING

Unit must be vented through a good chimney or an approved vent. Check chimney for soot, leaks, obstruction and proper height to prevent down draft (see Fig. 1). If it is necessary to construct a new chimney, local conditions such as necessary height, draft and number of appliances served should be checked with gas company requirements and local building codes.

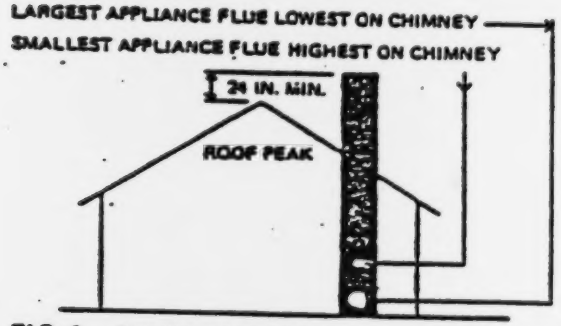

FIG. 1 – CHIMNEY VENTING

The horizontal connecting pipes should be as short as possible and should slope upward to the chimney (minimum rise 1/4" per horizontal foot, with no dips). Vent pipe should be the same inside diameter as that of connecting collar on draft hood. It is important that there be no blower or exhaust system that would pull a draft down the flue.

To secure flue pipe to drafthood outlet:

1. Place section of flue pipe on drafthood.
2. Remove the screws (2) that hold top panel in place at front corners of unit.
3. Then raise top up (approx. 3/4") to permit screws to be fastened through flue pipe into drafthood outlet flange.
4. Push top panel down in place and then refasten screws (2) to hold this panel to front corners of unit.

Where flue pipe must pass through a combustible wall, use a ventilated metal thimble 4 inches larger than the diameter of the flue pipe.

COMPETENCY: T.5 ASK CUSTOMER TO DESCRIBE IN DETAIL NATURE OF THE PROBLEM.

GRAMMATICAL FOCUS:
Level One: [simple present (negative)]
WHAT questions, two word verbs

Level Two: WHAT questions, SEEMS + infinitive, HOW ABOUT + noun

SAMPLE ORAL LANGUAGE	
Level One	
Worker:	What exactly is the problem with your furnace?
Customer:	The blower doesn't turn off.
Worker:	Does the heat turn off?
Customer:	Yes, it does.
Level Two	
Worker:	What exactly seems to be the problem?
Customer:	The refrigerator section is too warm. All the food is spoiling.
Worker:	How about the freezer section?
Customer:	That part is fine.

COMPETENCY: T.6 INDICATE SHORTAGE OF PARTS AND TOOLS.

GRAMMATICAL FOCUS:
Level One: BE OUT OF, indefinite pronoun ANY, HOW MANY questions

Level Two: RUN OUT OF, indefinite pronoun ANY, HOW MUCH questions

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1:	I'm out of screws. Do you have any?
Worker 2:	Sure. How many do you need?
Worker 1:	Just a couple.
Level Two	
Worker 1:	I ran out of refrigerant. Do we have any more?
Worker 2:	Sure. How much do you need?
Worker 1:	About 10 ounces.

COMPETENCY: T.7 STATE NEED TO REPLACE DEFECTIVE EQUIPMENT OR PART.

GRAMMATICAL FOCUS:
Level One: Indefinite pronouns ONE/ANOTHER, THERE IS/ARE

Level Two: HAVE TO, indefinite pronouns SOME, ONES, intensifiers, future tense will

SAMPLE ORAL LANGUAGE
Level One
Trainee: I need another gage manifold. This one is broken.
Instructor: There is another in the back room.
Level Two
Worker 1: I have to get some gaskets. The ones on the compressor are too old.
Worker 2: I'll get them for you.

COMPETENCY: T.8 BORROW PARTS, SUPPLIES, OR TOOLS.

GRAMMATICAL FOCUS:
Level One: Possessive adjectives, possessive pronouns, modal CAN/CAN'T

Level Two: Possessive adjectives, preposition + possessive pronoun, modal COULD, past tense

SAMPLE ORAL LANGUAGE
Level One
Worker 1: Can I borrow your hacksaw? I can't find mine.
Worker 2: Sure.
Level Two
Worker 1: Could I borrow your tube cutter? The wheel broke on mine.
Worker 2: Sure. Here you are--but please remember to give it back.

COMPETENCY: T.9 REQUEST AND EXPLAIN LOCATION OF A PLACE, PERSON, OR OBJECT.

GRAMMATICAL FOCUS:
Level One: WHERE questions, prepositional phrases of location

Level Two: Embedded WHERE clauses, prepositional phrases of location

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1:	Where's the boss?
Worker 2:	He's upstairs in his office.
Level Two	
Worker 1:	Do you know where the vacuum pump is?
Worker 2:	Yeah. It's in the truck on the right hand side.

COMPETENCY: T.10 DIRECT SOMEONE TO A LOCATION.

GRAMMATICAL FOCUS:
Level One: Interrogative adjective WHICH + WAY, imperatives, prepositional phrases (adverbial)

Level Two: HOW DO I GET questions, imperatives, propositional (adverbial) phrases, future WILL

SAMPLE ORAL LANGUAGE	
Level One	
Worker 1:	Which way is the supply room?
Worker 2:	Go out this door and turn left. Go to the end of the hall and turn right. It's the second door on the right.
Worker 1:	Thanks.
Level Two	
Worker 1:	How do I get to the supply room?
Worker 2:	Take the elevator to the basement. When you get off the elevator, turn right. Go through the double doors, and immediately on your left you'll see the supply room.
Worker 1:	Thanks a lot.

COMPETENCY: T.11 STATE PROBLEM AND REQUEST ASSISTANCE.

GRAMMATICAL FOCUS:
Level One: Modal questions CAN, object pronouns, reflexive pronouns

Level Two: Modal questions COULD, HELP + gerund, negative modal CAN, reflexive pronouns

SAMPLE ORAL LANGUAGE
Level One
Worker 1: Can you help me for a minute?
Worker 2: Sure. What's the problem?
Worker 1: I need help with this air conditioner. I can't lift it (by) myself.
Level Two
Worker 1: Could you give me a hand?
Worker 2: Sure. What do you need help with?
Worker 1: I need help lifting this air conditioner. I can't do it (by) myself.

COMPETENCY: T.12 REQUEST SUPERVISOR OR TRAINER TO CHECK WORK.

GRAMMATICAL FOCUS:
Level One: Modal question WOULD, polite forms, "HOW'S THIS"

Level Two: HOW + present continuous question, tag questions, DON'T FORGET + infinitive

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: Would you check this for me, please?	Trainee: How's this?
Instructor: It's fine.	Instructor: Pretty good.
Level Two	
Worker: How am I doing?	Worker: This is O.K., isn't it?
Supervisor: Good, but don't forget to plug all the openings.	Supervisor: So far, so good.

COMPETENCY: T.13 REPORT ON PROGRESS OR COMPLETION OF WORK.

GRAMMATICAL FOCUS:
Level One: [Adverb YET]
BE FINISHED/DONE + gerund, adverb YET

Level Two: FINISHED + gerund, adverbs of time, future GOING TO

SAMPLE ORAL LANGUAGE	
Level One	
Supervisor: Aren't you finished yet?	Trainee: I'm done soldering the joint.
Worker: No, not yet.	Instructor: Good. Let me check it.
Level Two	
Supervisor: Aren't you finished yet?	Trainee: I finished cleaning and fluxing the joint yesterday. I'm going to solder it today.
Worker: No, I'm not quite done. I have to check the pressure.	Instructor: O.K.

COMPETENCY: T.14 OFFER APOLOGY OR EXPLANATION FOR INCOMPLETE OR UNSATISFACTORY WORK.

GRAMMATICAL FOCUS:
Level One: [Modal SHOULD + present perfect]
Apologetic expressions, past tense, future WILL

Level Two: [Negative modal SHOULD - present perfect tense]
SHOULD (negative) + present perfect tense, apologetic expressions

SAMPLE ORAL LANGUAGE
Level One
Supervisor: You should have adjusted the gage to 0.
Worker: I'm sorry. I forgot. I'll do it again.
Level Two
Supervisor: You should not have set the needle when the gage was connected.
Worker: I'm sorry. I didn't know. I should not have set the needle.

COMPETENCY: T.15 RESPOND TO WORK INTERRUPTION.

GRAMMATICAL FOCUS:
Level One: Adverbs of location, future WILL, adverbial clauses

Level Two: Modal CAN/COULD, present continuous tense, noun clauses

SAMPLE ORAL LANGUAGE

Level One

Worker 1: I need a hand here.

Worker 2: Just a minute. I'll be right there.

Worker 1: Can you come over here?

Worker 2: I can help you after I tighten this.

Level Two

Worker 1: Can you give me a hand over here? here?

Worker 2: Can you hold on a minute? I just want to finish waht I'm doing here.

COMPETENCY: T.16 RESPOND APPROPRIATELY TO POSITIVE AND NEGATIVE FEEDBACK.

GRAMMATICAL FOCUS:
Level One: [Past tense DO, negative imperatives, adverbs of manner] Adverbs of manner, comparative adverbs

Level Two: THANKS FOR + gerund, future WILL

SAMPLE ORAL LANGUAGE

Level One

Supervisor: You did a good job.

Worker: Thanks.

Instructor: Don't release the pressure so quickly.

Trainee: Oh. More slowly, like this?

Instructor: O.K.

Level Two

Worker: You did a good job fixing that air conditioner.

Worker: Thanks a lot.

Instructor: You used too much solder on that joint.

Trainee: I see that now. Thanks for telling me. I will try to do it better.

Instructor: O.K.

CLARIFICATION AND VERIFICATION

COMPETENCY: C.1 EXPRESS UNDERSTANDING OR LACK OF UNDERSTANDING.

GRAMMATICAL FOCUS:
Level One: [YES/NO questions, SUPPOSED TO]
Short answers, apologetic expressions

Level Two: GET IT idiom, short answers, KNOW HOW + infinitive

SAMPLE ORAL LANGUAGE

Level One

Instructor: Do you understand how to evacuate the system?

Trainee: No, I'm sorry. I don't.

Instructor: Do you understand how you're supposed to start the furnace?

Trainee: No, I'm sorry. I don't get it.

Level Two

Instructor: Do you understand now how to install a filter-drier?

Trainee: No, I'm sorry. I don't get it.

Instructor: Do you understand how you're suppose to test the gas valve operation?

Trainee: Yes, I do. I know how to test it.

COMPETENCY: C-2 ASK SOMEONE TO REPEAT A WORD, PHRASE, OR SET OF INSTRUCTIONS.

GRAMMATICAL FOCUS:
Level One: [Imperatives]
Modal COULD questions, polite imperatives, apologetic expressions

Level Two: [Imperatives]
Modal COULD embedded WHAT question, WHAT + past DO questions

SAMPLE ORAL LANGUAGE

Level One

Worker: I'm sorry. (Could you) please repeat that?

Supervisor: I said, "Report back to me when you finish."

Worker: O.K. I will.

Level Two

Worker: Could you please repeat what you said?

Supervisor: I said that you should take a break when you finish.

Worker: Thanks. I will.

Supervisor: Use the soap test.

Worker: What did you say?

COMPETENCY: C.3 ASK SOMEONE TO SPEAK MORE SLOWLY.

GRAMMATICAL FOCUS:
Level One: [Imperatives]
Polite imperatives, adverbs of manner

Level Two: CATCH THAT idiom, modal COULD, adverbs of manner

SAMPLE ORAL LANGUAGE
Level One Supervisor: Vacuum out the furnace. Worker: Please speak more slowly.
Level Two Supervisor: Check and oil the fan motor. Worker: I didn't catch that. Could you please speak more slowly?

COMPETENCY: C.4 ASK SOMEONE TO PRONOUNCE OR SPELL A WORD.

GRAMMATICAL FOCUS:
Level One: HOW + DO questions

Level Two: CAN/COULD questions

SAMPLE ORAL LANGUAGE
Level One Trainee: How do you spell (say) (pronounce) that word? Instructor: Like this - calibrate c-a-l-i-b-r-a-t-e.
Level Two Trainee: Could (could) you spell (say) (pronounce) this/that word for me? Instructor: Sure. Rectifier r-e-c-t-i-f-i-e-r.

COMPETENCY: C.5 REQUEST MEANING OF WORD, PHRASE, SENTENCE, OR ABBREVIATION.

GRAMMATICAL FOCUS:
Level One: WHAT + DO questions, STAND FOR

Level Two: Embedded WHAT clauses, negative present tense, WHAT + DO questions, STAND FOR

SAMPLE ORAL LANGUAGE	
Level One	
Trainer 1: What does this word mean? (phrase) (sentence)	Trainee: What does "BTU" stand for?
Instructor: It means _____.	Instructor: It stands for British Thermal Units.
Level Two	
Trainee: I don't understand what this word means. (phrase) (sentence)	Trainee: What does this abbreviation stand for? (Hg)
Instructor: It means _____.	Instructor: It stands for mercury.

COMPETENCY: C.6 REQUEST NAME OR FUNCTION OF AN OBJECT OR SUBSTANCE.

GRAMMATICAL FOCUS:
Level One: (See Competencies in Sections I. and F.)
WHAT/HOW questions, demonstrative pronouns

Level Two: WHAT questions, USED FOR

SAMPLE ORAL LANGUAGE	
Level One	
Trainee: What do you call this?	Trainee: How do you use this?
Instructor: That's a flaring block.	Instructor: You clamp it to the line.
Level Two	
Trainee: What's this called?	Trainee: What's this used for?
Instructor: That's the evaporator.	Instructor: That's used for bending tubing.

COMPETENCY: C.7 VERIFY COMPREHENSION BY REPEATING A WORD, PHRASE, OR SET OF INSTRUCTIONS

GRAMMATICAL FOCUS:
Level One: [Imperatives]

Level Two: Tag questions, short answers

SAMPLE ORAL LANGUAGE
Level One Instructor: Use a Phillips for that job. Trainee: A Phillips? Instructor: Right.
Level Two Worker 1: You said 1/4" tubing, didn't you? Worker 2: That's right. 1/4".

GENERAL EMPLOYMENT

COMPETENCY: G.1 REQUEST INFORMATION ABOUT SPECIFIC JOB OPENING OVER THE PHONE OR IN PERSON.

GRAMMATICAL FOCUS:
Level One: Present continuous, adverbs of time

Level Two: Relative pronouns, WHO questions, modal COULD

SAMPLE ORAL LANGUAGE	
Level One	
Trainee:	I'm calling about the service technician's job. Is it still open?
Employer:	Yes, it is.
Level Two	
Trainee:	I'm calling about the service technician's job which was advertised in the Chicago Tribune. Who could give me more information about it.
Employer:	I can. Tell me what your background in this field is.

COMPETENCY: G.2 READ INFORMATION FOUND IN CLASSIFIED ADS.

SAMPLE WRITTEN LANGUAGE
See Exhibit 2.

COMPETENCY: G.3 INQUIRE ABOUT JOB OPENINGS BY PHONE.

GRAMMATICAL FOCUS:
Level One: YES/NO + DO questions, THERE IS/ARE questions, indefinite pronoun ANY, prepositional phrases (adjectival)

Level Two: [Coordinating conjunction BUT]
Modal COULD, IF clause

SAMPLE ORAL LANGUAGE	
Level One	
Trainee:	Do you have (are there) any job openings for service technicians?
Employer:	No, not right now.
Level Two	
Trainee:	Could you tell me if you have any job openings for service technicians?
Employer:	No, I'm sorry, we don't now, but check back in a month or so.

Exhibit 2

Air Conditioning & Heating

SALESMAN

Leading heating & A/C company needs an experienced salesman to work in a top flight organization. Outstanding income and fantastic future. Apply in person.
American Home Htg Co. Inc.
5833 W. Irving Pk Rd.
Chicago, IL
736-5636

AIR CONDITIONING SERVICE MANAGER

HINSDALE AREA
Commercial and industrial service contractor needs organized person to manage dept. of 6 service technicians. Must be able to manage busy dept., quote service jobs, supervise dispatcher. Field service experience helpful. Excellent salary and benefits. Resume to:
P.O. Box 803883, MM791
Chicago, IL 60680

AIR COND. & HEATING SERVICE TECHNICIAN

Due to our expansion we have immediate opening for qualified technician. Minimum 3 years experience necessary. Top pay, vacation, company truck. Full time year round employment. Skokie Valley Air Control Inc., 8310 Lincoln Ave., Morton Grove, IL. Call Mon.-Fri. 8 to 4, 679-1966 ask for Jeff Byron

AIR COND./HEATING
Salespeople earn $2000/wk
Ideal applicant must have knowledge of residential furnace, hot water & air conditioning systems. Require good selling techniques without high pressure tactics.
HEATMASTERS
5540 W. Lawrence 777-5700

AIR CONDITIONING -- SERVICE

Residential & comm. divs. of #1 service co. on North Shore. Exc. pay, benefits, comty to advance. Call Mr. Wayne.
NORTHERN WEATHERMAKERS
866-7000

AIR CONDITIONING

WANTED: qualified heating and a/c service people with 3 years experience. Year round work. Benefits include medical & dental insurance and two weeks paid vacation after one year. Call 259-5721.

AIR CONDITIONING
HVAC contractor seeking serviceman with minimum 3 yrs exp. Union shop. Company truck supplied. Call 429-7700.

Air condition/heating/sheet metal. SW sub contractor looking for exp mechanic and technicians (No limit $) 532-7500.

AIR CONDITIONING
Exp'd, min 2 yrs. service mechanic for resid. & comm. A/C company. 520-5700

AIR CONDITIONING SERVICE & SALES
Apply 763-9224 for appt.

Air Conditioning & Heating Service Technician for Northern suburbs. Our 31 year old firm is seeking a top notch technician and installer for our residential and light commercial clients. Must have a minimum 5 yrs field experience and good customer relations skills. This is a permanent full time position for someone looking for a career, not just another job. Top salary, truck, vacation, benefits, etc.
729-0123

Air Conditioning & Heating Servicemen and Installers. Residential and commercial. Year round work. Insurance and benefits. Minimum 5 years experience. Must have own tools. Starting pay up to $23.00/hr. Call Jack 421-4759

AIR CONDITIONING
EXP'D SERVICEMAN WANTED.
852-0650

AIR COND. & HEATING
Installer & Serviceman. Exp'd. only w/refs. apply. 847-7497

AIR CONDITIONING
Serviceman & Installer
Experienced only. 545-7387

AIR FREIGHT DELIVERY
Owner operator with van to work dock & drive. Unique commission arrangement and guarantee. Call Delores between 9 & 12pm. Call: World Transport 439-6323

AIR FREIGHT SALES

Min. 3 yrs sales exp. in air export in Chgo area. Call 956-7106 betw 10am-1pm Mon, Wed, Fri only.

AIR FREIGHT-Customer Service Experienced in air freight a must. Excellent company benefits and starting salary. Call after 3pm. ask for Jim Fattes or Bob Boyle, 364-4303

Health Clubs
MEMBERSHIP SALES
JOIN OUR TEAM of professionals inside and corporate sales, excellent compensation and benefits. Resumes to:
LSW- Four Fleets Club,
8245 Golf Rd. Niles 60648

Heating & A/C
HVAC TECHNICIANS

Skokie manufacturer has openings for two qualified HVAC Technicians. 2 year HVAC Degree or equivalent experience and education required. Qualified applicants must have a basic understanding of refrigeration/air cond., good communication skills in the English language, experience in A/C troubleshooting, service and testing preferred. Competitive salary and benefit package with a leader in the water-cooled air conditioning market. Please call Mr. Forrest 679-0300 between 9am-Noon.

Heating & A/C
HVAC MECHANIC

Full-time permanent position. Must be experienced in installation & service. Exc earnings for right person. Air- Pride Htg & AC, 7411 N Milwaukee, Niles. 966-7616.

HEATING AND AC
West suburban heating & A/C company seeking experienced installers. Many paid benefits including 401K plan.
Riley Heating, 343-5472

HEATING & AC SERVICE/SALES
Comm'l, residential. Must be exper. Good pay & excel oppty. 749-7993.

HEATNG AND AIR CONDITIONING SERVICE TECHNICIAN

Aggressive HVAC Service Tech to work in Metro Chicago/surburbs. Only qualified Local 597 Techs need apply.
398-7300

HEAVY EQUIPMENT OPERATOR
Refer to Empty. Svce 427-1848
Fee $75 Access 1 Job Ref Svc

Horticulturalist
★GROUNDSKEEPER★

Full-time opportunity at Ravenswood Hospital. Relevant experience, training and familiarity with horticulture required. Knowledge of small engine repairs a must. Qualified applicants please APPLY IN PERSON. No phone calls, please.

Human Resources Department
Ravenswood Hospital Medical Center
4550 N. Winchester
Chicago, IL 60640
equal opportunity employer m/f

Chicago Tribune, Sunday, June 7, 1987

COMPETENCY: G.4 REQUEST DIRECTIONS TO A JOB SITE.

GRAMMATICAL FOCUS:
Level One: DO questions, modal WOULD (polite)

Level Two: WOULD questions, comparative adjectives prepositional phrases (adverbial)

SAMPLE ORAL LANGUAGE
Level One
Trainee: How do I get to Ms. Johnson's place?
Instructor: Just take North Avenue west to Harlem. Then go north on Harlem until you come to Fullerton. It's on the corner of Fullerton and Harlem.
Level Two
Worker: Would you know the best way to your office from downtown Evanston?
Employer: Sure. Take Green Bay Road north to Lake. Make a left on Lake and go west until Spruce. We're just a block north of Spruce and Lake.

COMPETENCY: G.5 WRITE A JOB APPLICATION LETTER IN RESPONSE TO AN AD.

SAMPLE WRITTEN LANGUAGE (Level Two) See Exhibits 3 and 4

2712 W.Cortland
Chicago, IL 60646

Exhibit 3

June 20, 1987

Northwest Air Conditioning and Heating Company
6741 N. Milwaukee Avenue
Des Plaines, IL 60016

To whom it may concern:

I would like to apply for the position of heating and air conditioning service technician's helper as recently advertised in The Chicago Tribune, June 22.

I have recently completed a 15-week intensive training program in heating and air conditioning at Oakton Community College. In this program, I had hands-on experience in working on various refrigeration, air conditioning, and gas heating units. In addition, I have worked as a maintenance mechanic for the past two years.* I enjoy doing mechanical work. Because of my training and past work experience, I feel that I am qualified for the position of heating and air conditioning service technician's helper. I am a hard working, responsible, and dependable individual.

I would like to meet with you for a personal interview. I can be contacted at the above address or at my home weekdays before 3:00 p.m. at 643-3718. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

William Hartman

Enclosure

*Other possibilities: In addition, I worked as a plumber in my country, Mexico, for eight years.
OR In addition, I studied electronics in my country, Poland, for four years. I also worked as an electronics technician for six years.

Source: Project BEST, Oakton Community College
Barbara Hermann, ESL Instructor

Exhibit 4

8 spaces
1½"

margin
15 spaces
1½"

William Hartman
2712 W. Cortland
Chicago, IL 60646
June 22, 1987

3 spaces

(name of person)
Northwest Heating and Air Conditioning Company
7641 N. Milwaukee Avenue
Des Plaines, IL 60016

1 space

To whom it may concern: (OR Dear Mr. last name, Dear Ms. last name)

1 space

I would like to apply for the position of heating and air conditioning service technician's helper as recently advertised in The Chicago Tribune, June 20.

underline the name of the newspaper

I have recently completed a 15-week intensive training program in heating and air conditioning at Oakton Community College. In this program, I had hands-on experience in working on various refrigeration, air conditioning, and gas heating units. In addition, I have worked as a maintenace mechanic for the past two years.* I enjoy doing mechanical work. Because of my training and past work experience, I feel that I am qualified for the position. I am a hard working, responsible, and dependable individual.

1 space between paragraphs.

I would like to meet with you for a personal interview. I can be contacted at the above address or at 643-3718. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

~4 spaces

William Hartman

~3 spaces

Enclosure

*other possibilites: In addition, I worked as a plumber in my country, Mexico, for eight years.

OR In addition, I studied electronics in my country, Poland, for four years. I also worked as an electronics technician for six years.

____ put your own information in these blanks

Source: Project BEST, Oakton Community College
Barbara Hermann, ESL Instructor

COMPETENCY: G.6 MAKE AN APPOINTMENT FOR AN INTERVIEW BY PHONE.

GRAMMATICAL FOCUS:
Level One: Modal WOULD

Level Two: Modal WOULD, adverbs and prepositions of time, LOOK FORWARD TO idiom

SAMPLE ORAL LANGUAGE	
Level One	
Employer:	Could you come in for an interview tomorrow at 10:00?
Worker:	Tomorrow at 10:00? That'd be great. Thanks.
Level Two	
Employer:	What time could you come in for an interview?
Worker:	Would tomorrow at 4:00 be O.K.?
Employer:	That's fine. See you then.
Worker:	I look forward to seeing you.

COMPETENCY: G.7 COMPLETE A STANDARD JOB APPLICATION FORM.

SAMPLE WRITTEN LANGUAGE
See Exhibit 5.

Exhibit 5

MPC PRODUCTS CORPORATION

EMPLOYMENT APPLICATION
CONFIDENTIAL

PERSONAL

NAME _____ DATE _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

SOCIAL SECURITY NO. _____ TELEPHONE NO. _____

U.S. CITIZEN: ☐ YES ☐ NO IF NO, GIVE ALIEN NO. _____

TO BE ANSWERED ONLY IF HIRED.

MARITAL STATUS _____ NO. OF CHILDREN _____ AGES _____ SPOUSE'S FIRST NAME _____

DATE OF BIRTH _____ SEX. MALE _____ FEMALE _____

POSITION DESIRED _____ REFERRED BY _____

QUALIFICATIONS FOR POSITION _____

EDUCATION

SCHOOL	DATES FROM	DATES TO	NAME OF SCHOOL	CITY	COURSE	DID YOU GRADUATE
GRAMMAR						
HIGH						
COLLEGE						
OTHER						

MILITARY SERVICE

BRANCH OF SERVICE _____ DATE ENTERED _____ DATE DISCHARGED _____

DUTIES _____

WORK HISTORY LAST JOB FIRST (Use Other Side If More Space Is Needed.)

NAME & LOCATION OF COMPANY	DATES (Mo/Yr) FROM	DATES (Mo/Yr) TO	DUTIES	SALARY START	SALARY FINAL	REASON FOR LEAVING
Supervisor:						
Supervisor:						
Supervisor:						
Supervisor:						
Supervisor:						

I hereby certify that the above is true and correct and any incorrect information will result in not being considered for the position or immediate dismissal if hired. I further give my permission to check the above information as you may require.

_____
Signature of Applicant

FOR OFFICIAL USE ONLY

☐ NOT HIRED ☐ HIRED DEPT _____

JOB TITLE _____ _____ BY

RATE _____ PER _____

REMARKS _____

EEO CLASSIFICATION

_____ _____ _____

Form 6114 Rev. 5

COMPETENCY: G.8 RESPOND TO SPECIFIC QUESTIONS ABOUT PERSONAL DATA AND PREVIOUS WORK EXPERIENCE.

GRAMMATICAL FOCUS:

Level One: [Present perfect tense]
Past tense BE, present continuous tense

Level Two: [Present perfect tense]
Adverbs FOR/SINCE, present perfect continuous

SAMPLE ORAL LANGUAGE

Level One

Employer:	What kind of work experience have you had?	Employer:	Do you have a valid driver's license?
Trainee:	I was a plumber in my country. Here I'm working as a maintenance man.	Trainee:	Yes, I do.

Level Two

Employer:	What kind of work experience have you had?	Employer:	Do you have a valid driver's license?
Trainee:	I worked as a/an electrician in my country for three years. Since I came here in 1985, I've been working as a maintenance man.	Trainee:	Yes, I do. I've been driving for fifteen years.

COMPETENCY: G.9 DESCRIBE JOB SKILLS AND EDUCATION.

GRAMMATICAL FOCUS:

Level One: Modal CAN, simple past tense, prepositional phrases (adverbial)

Level Two: Modal CAN, present perfect tense, prepositional phrases (adverbial)

SAMPLE ORAL LANGUAGE

Level One

Employer:	What are your qualifications for this position?	Employer:	What training have you had?
Trainee:	I can repair air conditioning, refrigeration, and heating systems.	Trainee:	I finished a 15-week program at _____.

Level Two

Employer:	What are your qualifications for this job?	Employer:	What kind of training have you had?
Trainee:	I can troubleshoot refrigeration, cooling, and heating systems. I can also read electrical diagrams.	Trainee:	I've had hands-on experience in a 15-week program at _____.

COMPETENCY: G.10 STATE DESIRED JOB, SHIFT PREFERENCE, AND STARTING DATE.

GRAMMATICAL FOCUS:

Level One: [WHAT + present continuous, WHEN + modal COULD]
Present continuous, modal COULD

Level Two: [WHEN + WOULD questions]
Modal COULD, PREFER, time expressions

SAMPLE ORAL LANGUAGE
Level One
Employer: What job are you applying for? Trainee: I'm applying for the service technician's job. Employer: When could you start? Trainee: I could start next Monday.
Level Two
Employer: When would you be able to start? Trainee: I could start two weeks from today. Employer: Do you want the day or night shift? Trainee: I prefer the day shift.

COMPETENCY: G.11 ASK QUESTIONS REGARDING DUTIES, SALARY, BENEFITS, POLICIES, AND PROCEDURES.

GRAMMATICAL FOCUS:

Level One: [Modal WOULD]
HOW MUCH + BE questions, WHAT + BE questions

Level Two: [Adverbial prepositional phrases]
WHAT KIND OF + DO, THERE IS/ARE questions, prepositional phrases (adverbial and adjectival)

SAMPLE ORAL LANGUAGE
Level One
Trainee: How much is the starting salary? Employer: $5.25 per hour. Trainee: What are the responsibilities/duties of the job? Employer: To start, you'd work on air conditioners and refrigerators in the shop. Later, we'd send you out to customers' homes.
Level Two
Trainee: What kind of benefits does your company offer? Employer: Paid holidays and 12 sick days. You get two weeks vacation after a year. Trainee: Are there opportunities for advancement? Employer: Yes, but only with more training.

COMPETENCY: G.12 READ AND FILL OUT W-4 AND INSURANCE FORMS.

SAMPLE WRITTEN LANGUAGE
See Exhibit 6

COMPETENCY: G.13 REQUEST TIME OFF OR CHANGE OF SCHEDULE.

GRAMMATICAL FOCUS:
Level One: [THERE IS/ARE]
WOULD LIKE + infinitive, modal CAN/COULD questions

Level Two: Present conditional tense, WOULD LIKE + initiative, INSTEAD OF, adverbial clauses

SAMPLE ORAL LANGUAGE			
Level One			
Worker:	I'd like to change to the day shift.	Worker:	Can (could) I leave at 2:00 this afternoon?
Employer:	There aren't any openings just now.	Employer:	Yes, but stay an hour later tomorrow.
Level Two			
Worker:	If it's possible, I'd like to work afternoons instead of (rather than) mornings. I want to take English classes in the morning.	Worker:	I need to have next Tuesday morning off. I have a dentist appointment.
		Supervisor:	O.K. Count it as half a sick day.
Employer:	I think we can work something out.		

COMPETENCY: G.14 REPORT ERRORS ON PAYCHECK.

GRAMMATICAL FOCUS:
Level One: CAN/COULD questions, THERE IS/ARE, noun clauses, conjunction BUT, noun clauses

Level Two: SHOULD + present perfect, prepositional phrases

SAMPLE ORAL LANGUAGE	
Level One	
Worker:	CAN (could) I speak to you for a minute?
Employer:	What can I do for you?
Worker:	I think there's a mistake on my paycheck.
Level Two	
Worker:	Excuse me, but I think there's a mistake here. I should have received overtime pay for five hours last week.
Employer:	Check with payroll.

Exhibit 6

Form **W-4** (Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No 1545-0010

1 Type or print your full name

2 Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

3 Marital Status
- ☐ Single ☐ Married
- ☐ Married, but withhold at higher Single rate

Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box

4 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . . . .

5 Additional amount, if any, you want deducted from each pay . . . . . $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . ▶ Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? . . . . . ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

8 Office code

9 Employer identification number

COMPETENCY: G.15 READ COMMON DEDUCTIONS ON PAYCHECKS.

SAMPLE WRITTEN LANGUAGE
See Exhibit 7.

COMPETENCY: G.16 REPORT TARDINESS OR ABSENCE.

GRAMMATICAL FOCUS:

Level One: [Imperative]
Future GOING TO, negative future WILL

Level Two: Simple past BE, past tense WOULD, past tense HAVE TO, negative future WILL, apologetic expressions

SAMPLE ORAL LANGUAGE			
Level One			
Worker:	I'm going to be late today. My car won't start.	Worker:	I won't be in today. I'm sick.
Employer:	O.K. Come in as soon as you can.	Employer:	O.K. Please call again if you won't be in tomorrow.
Level Two			
Worker:	I'm sorry I was late today. My car wouldn't start and I had to take the bus.	Worker:	I won't be in tomorrow morning because I have to take my son to the doctor.
Employer:	Thanks for letting me know.	Employer:	Sorry to hear he's sick. Come in as soon as you can.

Exhibit 7

MERRILL, INC. No. 5283

April 26, 1985

Pay to the Order of Ann Johnson $ 391.77

Three Hundred Ninety-one and 77/100

Virginia Merrill

1:9003891:317001:220:9

NAME: ANN JOHNSON

Regular Hours	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay	Period Ending
80	15	400.00	112.50	512.50	4/27/85

Deductions This Pay Period

Fed. With. Tax	F.I.C.A.	State Tax	Insurance	Union Dues
45.92	33.50	28.81	12.50	00.00

Gross Pay	Net Pay
512.50	391.77

Earnings This Pay Period

Gross Pay	Fed. Tax.	F.I.C.A.	State Tax	Insurance	Union Dues
2850.00	202.92	187.60	124.79	50.00	00.00

Year-To-Date Totals

Source: Speaking Up At Work, Robinson, Rowe Kamp, 1985, P. 50.

CHAPTER IV: VOCATIONAL COMPETENCIES AND VOCABULARY

CHAPTER IV. VOCATIONAL COMPETENCIES AND VOCABULARY

This section consists of vocational competencies and vocabulary related to each competency. The competencies were identified in a three-step process. First, the OSCAER staff reviewed the DACUM (Developing a Curriculum) and V-TEC (Vocational-Technical Education Consortium of States) task analysis of typical heating and air conditioning jobs and made a master list of all competencies. The second step involved OSCAER consultant review of the competencies and identification of those competencies which are addressed in their own training programs. The last step involved combining, editing, and re-wording the competencies. The competency list found in this section is the final result of that process.

The vocabulary identified for each vocational competency was identified using a two-step process. First, the vocational competencies were divided into two groups and each group was sent to a VESL consultant who identified vocabulary for each competency. Then, the consultants reviewed each other's lists and added, deleted, or rearranged items.

The vocabulary includes both technical and non-technical items. It is important to note that these words have been identified as important in most training and work situations. Because of the diversity of heating and cooling systems found in a given geographical area, the list is not all-inclusive. A local program will find that additional vocabulary items should be identified and included in the VESL instruction.

These competencies and vocabulary items are resources for VESL teachers who are preparing their curriculum and lesson plans. The competencies identify the projected outcomes of the vocational training. The associated vocabulary items should be taught and reinforced within a communicative context in the VESL class. Using the vocational competencies as focal points, the VESL instructor can develop lessons which incorporate the associated vocabulary while emphasizing the language competencies and grammatical forms related to those vocational competencies.

VOCATIONAL COMPETENCY 1: APPLY SHOP SAFETY POLICIES AND PROCEDURES

Nouns	Adjectives/ Adverbs	Verbs
cord	"hot" (circuit)	check
danger	careful	clean
electricity	clean	disconnect
equipment	considerate	extinguish
explosion	dangerous	locate
fire	dry	observe
fire extinguishers	electrical	report
floor	explosive	ventilate
hazard	hazardous	
oil	safe	
OSHA	slippery	
outlets	toxic	
policy	unsafe	
power	wet	
procedure		
refrigerant		
rule		
safety		
shop		
vapor		
ventilation		
water		

VOCATIONAL COMPETENCY 2: OPERATE SHOP SAFETY DEVICES

Nouns	Adjectives/ Adverbs	Verbs
alarm	careful	direct
bandage	safe	handle
device		hold
first aid kit		operate
fire drill		press
fire extinguisher		use
tape		
shop		

VOCATIONAL COMPETENCY 3: APPLY PERSONAL SAFETY PROCEDURES

Nouns	Adjectives/ Adverbs	Verbs
attention	alert	dress
boots	careful	lift
bruise	loose	report
clothing	open	smoke
cut	safe	use
dress	unsafe	wear
first aid kit	steel-tipped (shoes)	
gloves		
helmet		
hardhat		
injury		
irritant		
muscles		
safety goggles		
skin		
smoking		

VOCATIONAL COMPETENCY 4: IDENTIFY SAFETY COLOR CODES

Nouns	Adjectives/ Adverbs	Verbs
basic colors (red, yellow, white, black, blue, etc.)	correct	identify
color	proper	indicate
code		show
markings		

VOCATIONAL COMPETENCY 5: APPLY FIRE SAFETY RULES AND PROCEDURES

Nouns	Adjectives/ Adverbs	Verbs
color	combustible	apply
building	flammable	notify
fire alarm	orderly	observe
fire extinguisher		
fumes		
gas		
procedure		
rule		
regulation		
smoke		

VOCATIONAL COMPETENCY 6: DEMONSTRATE KNOWLEDGE OF BASIC REFRIGERATION TOOLS

Nouns	Nouns (Cont.)	Adjectives/ Adverbs
adaptor	wrench, Allen	electric
brush	wrench, box socket	metric
drill	wrench, combination	
extension	wrench, double hex	
file	wrench, flare nut	Verbs
flaring tool	wrench, open end	
gage	wrench, torque	apply
hacksaw		hold
handle		hit
hammer		knock
hammer, ball peen		turn
pliers		twist
pliers, needle-nose		use
punch		
puller		
ratchet		
screwdriver		
screwdriver, Phillips		
socket		
stethoscope		
tube cutter		
vise-grips		
wrench		

VOCATIONAL COMPETENCY 7: FORM VARIOUS TUBE AND FITTING CONNECTIONS USING SOFT SOLDERING AND SILVER BRAZING

Nouns	Adjectives/ Adverbs	Verbs
alloy	flared	assemble
bonding	neat	bend
clearance	proper	contain
copper fitting	resistant	draw
copper tubing	strong	flow
degrees		follow
diameter		heat
file		join
flaring tool		melt
flame		prevent
flux brush		silver braze
hacksaw		solder
inside diameter (I.D.)		swage
joining		withstand
lead		
leakproof		
material		
metal		
metal temperature		
molten metal		
outside diameter (O.D.)		
oxy-acelylene torch		
pipe		
pressure		
P.S.I. (lbs./square inch)		
rod		
safety goggles		
sand cloth		
silve brazing		
silver		
soft solder		
soft soldering		
soldering flux		
soldering torch		
spark igniter		
steel		
surface		
swage connection		
swaging kit		
t-connection		
tin		
tube bender		
tube cutter		
tuber cleaning brush		
tubing		
wire brush		

VOCATIONAL COMPETENCY 8: MEASURE RESISTANCE USING A VOLT OHM METER

Nouns	Adjectives/ Adverbs	Verbs
A.C. (Alternating Current)	accurate	add
accuracy	accurately	adjust
ampere	coded	connect
band	marked	determine
battery	negative (-)	measure
color	poor	multiply
conductor	poorly	select
copper	positive (+)	touch
current		vary
D.C. (Direct Current)		
dial		
digit		
division		
infinity (∞)		
insulator		
jack		
kilo-ohm		
lead		
measurement		
mega-ohm		
meter		
milliampere		
millivolt		
needle		
ohm		
open circuit		
power source		
range		
resistance		
scale		
selection switch		
shorted circuit		
silver		
tolerance		
valve		
volt		
voltage		
VOM (volt-ohm-meter)		
wiring		
zero		

VOCATIONAL COMPETENCY 9: MEASURE VOLTAGE IN AN ELECTRICAL CIRCUIT

Nouns	Adjectives/ Adverbs	Verbs
A.C. (Alternating Current)	accurate	adjust
accuracy	negative (-)	apply
AMP (ampere)	positive (+)	connect
battery		damage
circuit		measure
COM. (common)		multiply
connecting wire		select
dial		touch
D.C. (Direct Current)		
division		
drop voltage		
EMF (electromotive force)		
jack		
lead		
maximum		
measurement		
meter		
uV (microvolt)		
mA (milliampere)		
mv (millivolt)		
minimum		
needle		
parallel circuit		
polarity		
range		
resistance		
scale		
selection switch		
series circuit		
source voltage		
valve		
volt		
voltage		
VOM (volt-ohm-meter)		

VOCATIONAL COMPETENCY 10: MEASURE CURRENT IN AN ELECTRUCAL CIRCUIT USING AN AMMETER

Nouns	Adjectives/ Adverbs	Verbs
A.C. (Alternating Current	backwards	adjust
ammeter	correctly	apply
AMP (ampere)	marked	bypass
battery	negative (-)	connect
circuit	positive (+)	damage
common		measure
conductor		multiply
current		select
dial		
D.C. (Direct Current)		
division		
lead		
meter		
uA (microampere)		
mA (milliampere)		
mV (millivolt		
needle		
ohm (Ω)		
parallel circuit		
power source		
range		
resistance		
scale		
series circuit		
valve		
volt		
voltage		
VOM (volt-ohm-meter)		
wiring		

VOCATIONAL COMPETENCY 11: CALCULATE VALUES FOR CURRENT RESISTANCE AND VOLTAGE

Nouns	Adjectives/ Adverbs	Verbs
conductor		calculate
current		decrease
EMF (electromotive force)		determine
flow		divide
formula		flow
intensity		increase
I (intensity)		multiply
kilo-ohm (kΩ)		
law		
mega-ohm (MΩ)		
uA (microampere)		
mA (milliampere)		
mV (millivolt)		
movement		
ohm (Ω)		
opposition		
relationship		
R (resistance)		
theory		
V (volt)		
voltage		

VOCATIONAL COMPETENCY 12: BUILD A SERIES CIRCUIT AND MEASURE THE RESISTANCE VOLTAGE AND CURRENT VALUES IN THE CIRCUIT

Nouns	Adjectives Adverbs	Verbs
electrom		add
intensity		calculate
path		connect
series		disconnect
series circuit		
sum		
total resistance		
voltage drop		

(In addition, see vocabulary for vocational competencies 2, 3, 4, 5.)

VOCATIONAL COMPETENCY 13: BUILD A PARALLEL CIRCUIT AND MEASURE THE RESISTANCE, VOLTAGE, AND CURRENT VALUES IN THE CIRCUIT.

Nouns	Adjectives/ Adverbs	Verbs
parallel circuit		

(See vocabulary for vocational competencies 2, 3, 4, 5, 6.)

VOCATIONAL COMPETENCY 14: BUILD A COMBINATION CIRCUIT AND MEASURE THE RESISTANCE, VOLTAGE, AND CURRENT VALUES IN THE CIRCUIT

Nouns	Adjectives/ Adverbs	Verbs
combination circuit		

(See vocabulary for vocational competencies 2, 3, 4, 5, 6.)

VOCATIONAL COMPETENCY 15: TEST ELECTRICAL COMPONENTS AND IDENTIFY DEFECTIVE COMPONENTS.

Nouns	Adjectives/ Adverbs	Verbs
apparent power		clamp
bleeder resistor		get shocked
bunout		"kick" out
capacity		plug
clamp-on-ammeter		scrape off
continuity test		test
electric motor		troubleshoot
electrical trouble shooting		
frame		
grounded circuit		
heater		
malfunction		
motor power		
motor power factor		
open circuit		
parts catalog		
relay		
shorted circuit		
soldering gun		
solenoid		
wall outlet		

(In addition, see vocabulary for vocational competencies 2, 3, 4, 9.)

VOCATIONAL COMPETENCY 16: DRAW A BASIC REFRIGERATION SYSTEM

Nouns	Adjectives/ Adverbs	Verbs
component	cold	diagram
compressor	hot	draw
condenser	high-side	
cycle	high-pressure	
diagram	low-side	
direction	low-pressure	
evaporator	schematic	
float		
flow		
heat		
liquid receiver		
liquid line		
motor		
part		
power		
superheat		
suction line		
thermostatic expansion valve		
vapor		
wire		

VOCATIONAL COMPETENCY 17: USE PRESSURE AND VACUUM GAGES TO DETERMINE THE PRESSURE OF THE REFRIGERANT SYSTEM.

Nouns	Adjectives/ Adverbs	Verbs
accuracy	accurate	adjust
air compressor	continously	attach
atmospheric pressure	calibrated	calibrate
compound gage	fluctuating	charge
dial scale		conect
discharge service valve		correct
evaporating temperature		detect
flexible line		evacuate
gage (or gauge)		install
gage manifold		operate
hand valve		purge
high pressure gage		record
high-side pressure		shut off
hose		
inches of mercury (hg)		
inlet		
liquid line		
low-side pressure		
millimeters of mercury (mm Hg)		
moisture		
needle		
opening		
outlet		
P.S.I. (pounds per square inch)		
P.S.I.A. (pounds per square inch absolute)		
piercing valve		
pressure		
process tube		
purging		
refrigerant		
safety goggles		
scale		
service valve adaptor		
suction service valve		
system		
torr		
vacuum pump		
valve		
valve wrench		
vapor		
vise		

VOCATIONAL COMPETENCY 18: TEST REFRIGERANT SYSTEM FOR NON-CONDENSABLES.

Nouns	Adjectives Adverbs	Verbs
gas	excessive	enter
leak	correctly	test
evacuation	calibrated	detect
breakdown		shut down
remedy		compare
thermometer		bleed off
retesting		vent
detecting		crack (a valve)
safety		
hazard		
non-condensable		
head pressure		
condenser		
ambient temperature		
pressure-temperature chart		
purge valve		
sight gage		
filter-drier		
water-cooled condenser		
air-cooled condenser		

(In addition, see vocabulary for competency 17)

VOCATIONAL COMPETENCY 19: EVACUATE A REFRIGERATION SYSTEM.

Nouns	Adjectives/ Adverbs	Verbs
evacuation	clockwise	pump
method	counter-clockwise	turn clockwise
type	front-seated (valve)	turn counter-clockwise
port	mid-seated (valve)	remove
hose	back-seated (valve)	pull
plugging		loosen
capping		control
identification plate		seal
moisture		heat
vapor		warm
foreign material		evacuate
dirt		pump down
sludge		
solvent		
drying		
three-stage evacuation (triple vacuum)		
deep vacuum		
micron		
nameplate		
freon		
R-12 (freon 12)		
R-22 (freon 22)		
dust cap		
refrigerant cylinder		

(In addition, see vocabulary for competency 17)

VOCATIONAL COMPETENCY 20: CHARGE A REFRIGERATION SYSTEM.

Nouns	Adjectives/ Adverbs	Verbs
cabinet temperature	entire	add
condenser	improper	eliminate
data plate	overcharged	
electronic leak detector	undercharged	
evaporator		
failure		
frosting		
halide leak detector		
head pressure		
suction pressure		

(In addition, see vocabulary for competency 17)

VOCATIONAL COMPETENCY 21: CHECK REFRIGERANT CHARGE IN REFRIGERATION SYSTEM FOR TEMPERATURE AND SUCTION PRESSURE.

Nouns	Adjectives/ Adverbs	Verbs
air stream		blow out (purge)
bubble		cease
capillary tube		loosen
cracking (a valve)		crack (a valve)
drier-filter		
mid-seating		
pressure difference		
shortage		
sight glass		
specification		
three-way valve (king valve)		

(In addition, see vocabulary for competency 17)

VOCATIONAL COMPETENCY 22: TRANSFER REFRIGERANTS FROM ONE CYLINDER TO ANOTHER

Nouns	Adjectives/ Adverbs	Verbs
charging cylinder	harmful (vapor)	store
disposable cylinder	ventilated	transfer
electric heater		ventilate
receiver		
relief valve		
storage		
tank		
ventilator		
vapor		

REFRIGERATION/AC TROUBLESHOOTING AND REPAIR

VOCATIONAL COMPETENCY 23: TROUBLESHOOT A REFRIGERATION SYSTEM

Nouns	Adjectives/ Adverbs	Verbs
conclusion	broken	check
defects	clogged	eliminate
refrigeration system	defective	examine
test	dirty	identify
troubleshooting	inefficient	inspect
	inefficiently	operate
	shorted out	record
		troubleshoot

VOCATIONAL COMPETENCY 24: LOCATE PART ACCORDING TO MODEL NUMBER, USING A MANUFACTURER'S SERVICE MANUAL.

Nouns	Adjectives/ Adverbs	Verbs
accessory	defective	correct
catalog	generic	locate
dealership	step-by-step	look up
description		perform
flat rate manual		
general repair manual		
labor		
list		
manufacturer		
model		
part		
procedure		
publisher		
repair manual		
replacement part		
service bulletin		
service manual		
shop manual		
specification		
supplier		
technique		

VOCATIONAL COMPETENCY 25: LOCATE AND REPAIR LEAKS IN A REFRIGERATION SYSTEM.

Nouns	Adjectives/ Adverbs	Verbs
electronic leak detector		exceed
epoxy		locate
halide leak detector		relieve (pressure)
positive pressure		repair
soap bubbles		seal
solder		test
testing pressure		

(In addition, see vocabulary for vocational competencies 17 and 17)

VOCATIONAL COMPETENCY 26: REPLACE FILTER-DRIERS

Nouns	Adjectives/ Adverbs	Verbs
arrow	absorbent	check
capillary tube	clogged	corrode
drier	corroded	dissolve
expansion valve		install
filter		replace
filter-drier		
flaring kit		
moisture		
orifice		
replacement		
swaging kit		

(In addition, see vocabulary for competency 17)

VOCATIONAL COMPETENCY 27: REPLACE CAPILLARY TUBES

Nouns	Adjectives/ Adverbs	Verbs
capillary tube	clogged	crimp
control	soaked	equalize (pressure)
inlet	swaged	
outlet		
restriction		
strainer		

(In addition, see vocabulary for competencies 7 and 17)

VOCATIONAL COMPETENCY 28: CHECK AND/OR REPLACE A COMPRESSOR OVERLOAD

Nouns	Adjectives/ Adverbs	Verbs
ammeter	excessive	bend
bimetal overload	sensitive	burn out
bimetal strip	temperature operated	draw
burnout		isolate
component		melt
compressor shell		set
current draw		snap
diagram		withstand
hermetic compressor		
infinity		
internal overload		
overload protector		
overheating		
power source		
reverse		
maximum temperature		
motor winding		
motor overload		
parts catalog		
part number		
snap action		
specification		
starting current		
terminal cover		
time fuse		
terminal		
wiring		

VOCATIONAL COMPETENCY 29: CHECK OPERATION OF COMPRESSORS WITH SERVICE VALVES.

Nouns	Adjectives/ Adverbs	Verbs
°C (degrees Celsius)		clamp
°F (degrees Fahrenheit)		stabilize
gage manifold		
gage port		
head pressure		
motor data		
service valve		
starting amperage		

VOCATIONAL COMPETENCY 30: TEST A COMPRESSOR FOR ELECTRICAL AND MECHANICAL FUNCTIONS.

Nouns	Adjectives/ Adverbs	Verbs
amperage	electrical	connect
compound gauge		disconnect
compressor		run
compressor starter		seal
controls		
data plate		
F.L.A.		
manifold gauge set		
overload relay		
suction line		

VOCATIONAL COMPETENCY 31: REMOVE DEFECTIVE COMPRESSOR AND CLEAN OUT THE REFRIGERATION SYSTEM.

Nouns	Adjectives/ Adverbs	Verbs
capillary tube	defective	clean out
compressor	refrigeration	cut
condenser		disconnect
discharge line		pinch off
evaporator		remove
nitrogen		turn off
R-11, R-12		
regulator		
relay		
torch		
welding		

VOCATIONAL COMPETENCY 32: REPLACE A HERMETIC COMPRESSOR.

Nouns	Adjectives/ Adverbs	Verbs
compressor	hermetic	apply
filter drier	silver	attach
flux		charge
name plate power		clean
sandpaper		connect
Schrader valve		cut
silver solder		put
unit		solder
vacuum pump		

VOCATIONAL COMPETENCY 33: REMOVE AND INSTALL AN EVAPORATOR.

Nouns	Adjectives/ Adverbs	Verbs
capillary evacuation	electronic	clean
evaporator		cut
leak detector		evacuate
refrigerant		insert
silver solder		install
suction line		put
swage		remove
		test

VOCATIONAL COMPETENCY 34: LOCATE AND REPAIR LEAKS IN AN EVAPORATOR.

Nouns	Adjectives/ Adverbs	Verbs
evaporator	oily	apply
leaks		clean
nitrogen		locate
power		mark
p.s.i.		put
refrigerant system		pressurize
system		repair
		turn off

VOCATIONAL COMPETENCY 35: CHECK AND SERVICE AIR-COOLED CONDENSORS.

Nouns	Adjectives/ Adverbs	Verbs
cleaner	air-cooled	check
condensor	damaged	clean
fin	dirty	inspect
substance	foreign	put
		service
		turn off

VOCATIONAL COMPETENCY 36: INSTALL AND ADJUST A THERMOSTAT, ACCORDING TO MANUFACTURER'S SPECIFICATIONS.

Nouns	Adjectives/ Adverbs	Verbs
ambient temperature	ambient	adjust
cabinet temperature controls	defective	clean
conduit		cut off
cut-in temperature		disconnect
cut-out temperature		dissassemble
instructions		fasten
lock ring		install
sensor bulb		mount
temperature range		operate
thermometer		put away
thermostat		read
unit		remove
		tighten

VOCATIONAL COMPETENCY 37: CHECK THE CONTINUITY OF DEFROST, MULLION, AND DRAIN HEATERS.

Nouns	Verbs
ammeter	activate
defrost thermostat	check
evaporator	defrost
heater	disconnect
heater, defrost	melt
heater, drain	
heater, mullion	
mullion plate	
outlet	
power cord	
RX 1 - RX 100	
scale	
test leads	
volt ohmmeter	

VOCATIONAL COMPETENCY 38: REPLACE A DEFROST HEATER.

Nouns	Adjectives/ Adverbs	Verbs
ammeter		defrost
compartment		disconnect
evaporator		melt
freezer		replace
heater		
outlet		
power cord		
RX 1 - RX 100		
RX 1000		
scale		
V.O.M.		
watts		

VOCATIONAL COMPETENCY 39: CHECK A DEFROST THERMOSTAT FOR CONTINUITY.

Nouns	Adjectives/ Adverbs	Verbs
defrost thermostat		check
degree		
ohmmeter		
power cord scale		
terminal		
thermometer		

VOCATIONAL COMPETENCY 40: CHECK AND REPLACE A DEFROST TIMER.

Nouns	Adjectives/ Adverbs	Verbs
ammeter	automatic	check
cycle	defective	defrost
double throw	defrost	separate
door	refrigeration	
fin evaporator	separate	
gasket		
ground		
ice accumulation		
insulation		
light switch		
location		
restriction		
single pole		
timer		
wire		

VOCATIONAL COMPETENCY 41: REPLACE SOLENOID VALVES.

Nouns	Adjectives/ Adverbs	Verbs
condenser	hot	attach
continuity	reverse	defrost
cover plate	solenoid	disconnect
evaporator	stuck	open
heater		pump-down
ice maker		remove
pump-down valve		replace
short		uncover
solenoid valve		
system		
timer		
two-way valve		
valve		
water		
water line		

VOCATIONAL COMPETENCY 42: CHECK AND REPLACE CURRENT RELAYS.

Nouns	Adjectives/ Adverbs	Verbs
contacts	common	inspect
current	solid	operate
formula	winding	overload
FLA		push
horsepower		run
instructions		scratch off
LRA		start
motor starting relay		state
motor terminal		
name plate		
schematic diagram		
size		
state test		
V.O.M.		

BASIC (GAS) HEATING

VOCATIONAL COMPETENCY 43: ADJUST AND REPLACE LOW-PRESSURE CONTROLS.

Nouns	Adjectives/ Adverbs	Verbs
controls	dirty	adjust
gauge	low	cut in
high side	normal	cut out
location	weak	replace
manifold		set
pressure		
P.S.I.A.		
P.S.I.G.		
refrigerant		
screw		
temperature		
time		

VOCATIONAL COMPETENCY 44: ADJUST AND REPLACE HIGH-PRESSURE CONTROLS.

Nouns	Adjectives/ Adverbs	Verbs
(See Vocabulary for competency 43)	high	

VOCATIONAL COMPETENCY 45: CHECK AND ADJUST A THERMOSTATIC EXPANSION VALVE TO JOB SPECIFICATIONS.

Nouns	Adjectives/ Adverbs	Verbs
bellows	frosted	adjust
flow	stuck	check
frost-back		close
needle		flow
sewing bulb		leak
specification		open
superheat		set
temperature		
thermostatic expansion valve		
thermal bulb		
wax		

VOCATIONAL COMPETENCY 46: INSTALL AND/OR REPLACE A FURNACE FAN LIMIT SWITCH.

Nouns	Adjectives/ Adverbs	Verbs
air duct	automatic	close
bellows	bimetal	cut off
blower	economical	shut off
bypass	heating	expand
diaphram	high	
draf	limit	
furnace fan	low	
heat exchanger	normally	
instructions		
labels		
limit switch		
nc (normally closed)		
no (normally open)		
safety check		
sensing bulb		
settings		
speed		
switch		
switch, single pole		
switch, single throw		
switch, temperature activated		
thermometer		
voltage		
wire		

VOCATIONAL COMPETENCY 47: ADJUST THE FAN/LIMIT CONTROLS ACCORDING TO PREDETERMINED SETTINGS.

Nouns	Adjectives/ Adverbs	Verbs
blower	abnormal	adjust
circulation	heating	cut off
code	predetermined	
controls		
dial		
fan		
furnace bonnet		
heating		
indicator		
mode		
ordinance		
regulation		
safety check		
setting		
switch		
thermometer		

VOCATIONAL COMPETENCY 48: LIGHT PILOT AND ADJUST BURNER.

Nouns	Adjectives/ Adverbs	Verbs
air	cleaning	adjust
burner	clogged	clean
column	rusty	extinguish
combustion chamber		ignite
down-flow		insert
electromagnet		inspect
gas regulator		light
gas valve		tap
leak test		turn off
lighter		
manometer		
orifice		
pilot		
shutter		
thermocouple		
thermopile		
timing		
up-flow		
vent		
water		

VOCATIONAL COMPETENCY 49: ADJUST A GAS REGULATOR

Nouns	Adjectives/ Adverbs	Verbs
burner	accurate	adjust
code	constant	check
flame	even	control
flow	local (codes)	reduce
gas regulator valve	steady	regulate
law		
pressure		
water pressure		

VOCATIONAL COMPETENCY 50: CLEAN FORCED AIR HEATING FURNACE

Nouns	Adjectives/ Adverbs	Verbs
contact	clogged	blow
duct	dirty	brush
dust		check
filter		clean
fume		overfire
lint		puff back
orifice		
soot		
steel brush		

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CHAPTER V: RESOURCES

V. RESOURCES

This section contains listings of selected materials which can serve as useful resources to the VESL instructor who is adapting this curriculum. Their inclusion here does not imply a tacit recommendation. The resources are divided into the following sections:

A. Print Materials for Heating and Air Conditioning
B. Print Materials for General Pre-employment VESL
C. Computer Software
D. Materials Clearinghouses

Please note that many materials are available from more than one distributor; no partiality toward any particular distributor is intended. Availability, source, and price are subject to change.

A. Print Materials for Heating and Air Conditioning

TITLE: Air Conditioning and Refrigeration Mechanic

AUTHOR/AGENCY: The University of Texas at Austin, Division of Continuing Education

PUBLICATION DATE: Unavailable

LANGUAGE USED: English

FORMAT: Student Manual and Instructor's Guide

CONTENT: A comprehensive manual which covers basic concepts of air conditioning and refrigeration requirements. Also has information on safety, health, and maintenance of equipment.

AVAILABLE FROM: The University of Texas at Austin

TITLE: Doolin's Troubleshooter's Bible

AUTHOR/AGENCY: James H. Doolin

PUBLICATION DATE: 1963

LANGUAGE USED: English (Spanish edition available)

FORMAT: Instructional text

CONTENT: A practical, work-oriented guide for the refrigeration mechanic. The second half of the book consists of equipment specifications for brand name appliances.

AVAILABLE FROM: Doolco, Inc.
11252 Goodnight Lane, Suite 600
Dallas, TX 75229

TITLE: Heating and Air Conditioning Curricula

AUTHOR/AGENCY: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education

PUBLICATION DATE: Unavailable

LANGUAGE USED: English

FORMAT: Curriculum Guide

CONTENT: From multi-cultural, competency-based vocational curricula. Includes air conditioning and heating terms and a duty-task index.

AVAILABLE FROM: Illinois State Board of Education, DAVTE
100 N. First Street
Springfield, IL 62777

TITLE: Heating and Air Conditioning, Dictionaries of Terms

AUTHOR/AGENCY: Lansing, Michigan School District

PUBLICATION DATE: 1985/Three dictionaries

LANGUAGE USED: English-Hmong; English-Lao; English-Vietnamese

FORMAT: Instructional materials, vocabulary lists

CONTENT: Each of the three documents includes vocabulary lists of heating and air conditioning terms in English and translations.

AVAILABLE FROM: East Central Curriculum Coordination Center
Sangamon State University, F-2
Springfield, IL 62708

TITLE: Industrial Occupations Resource Notebook

AUTHOR/AGENCY: Curriculum Publications Clearinghouse

PUBLICATION DATE: Program and Instruction Guide

LANGUAGE USED: English

FORMAT: Program and Interaction Guide

CONTENT: Resource notebook is designed to assist in mainstreaming special needs students into vocational classes. Includes competency lists, assessment, curriculum development, and more.

AVAILABLE FROM: Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
800/322-3905 (IL)
309/298-1917 (Outside Illinois)

TITLE: Maintenance Mechanics

AUTHOR/AGENCY: Larry Hepburn, Project Director; Masako T. Shin

PUBLICATION DATE: June, 1981

LANGUAGE USED: Spanish and Lao glossaries and translations of the introduction and outline of competencies are appended.

FORMAT: Instructional Guide

CONTENT: This 40-week program covers the following tasks: (1) basic air conditioning, (2) residential air conditioning, (3) heating, (4) plumbing and (5) carpentry.

AVAILABLE FROM: Illinois State Board of Education
100 N. First Street
Springfield, IL 62777

TITLE: Refrigeration, Heating, and Air Conditioning: Post Secondary Curriculum Guide

AUTHOR/AGENCY: Georgia Department of Education

PUBLICATION DATE: 1981

LANGUAGE USED: English

FORMAT: Curriculum Guide

CONTENT: Contains description of occupatinal fields, curriculum structure and course outlines, references, resources, and competency checklists

AVAILABLE FROM: Southeast Curriculum Coordination Network
P.O. Drawer DX
Mississippi State, MS 39762

TITLE: Refrigeration Mechanic

AUTHOR/AGENCY: Vocational-Technical Education Consortium of States

PUBLICATION DATE: 1981

LANGUAGE USED: English

FORMAT: Catalogue

CONTENT: A V-TECS catalogue containing a complete worker validated task list and tools, equipment, and work aids list for the job title(s) specified.

AVAILABLE FROM: V-TEC, Southern Association of Colleges and Schools,
795 Peachtree Street, N.E.
Atlanta, GA 30365

TITLE: Shop Safety

AUTHOR/AGENCY: Curriculum Publications Clearinghouse

PUBLICATION DATE: Not available

LANGUAGE USED: English

FORMAT: Instructional Materials

CONTENT: A brief unit to instruct students on safety rules when working in the general shop; appropriate for LEP persons.

AVAILABLE FROM: Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
800/322-3905 (IL)
309/298-1917 (Outside IL)

TITLE: Student Competency Certification in Refrigeration, Heating, and Air Conditioning

AUTHOR/AGENCY: Georgia Department of Education

PUBLICATION DATE: 1982

LANGUAGE USED: English

FORMAT: Assessment instrument

CONTENT:

AVAILABLE FROM: Georgia Department of Education
Office of Vocational Education
Twin Towers-East
Atlanta, GA 30334

B. Print Materials for General Pre-employment VESL

TITLE: English That Works

AUTHOR/AGENCY: Savage, How, and Yeung

PUBLICATION DATE: 1982

LANGUAGE LEVEL: Beginning-Advanced

FORMAT: Student books and instructor's guides at two levels, flashcards, cassettes, and native language booklets.

CONTENT: A comprehensive program which teaches English while incorporating language skills for finding and keeping a job. This unusually complete and detailed program provides "integrated, competency-based, bilingual, and pre-vocational" ESL.

AVAILABLE FROM: Scott, Foresman and Company

TITLE: ESL For Action

AUTHOR/AGENCY: Elsa R. Auerbach and Nina Wallerstein

PUBLICATION DATE: 1987

LANGUAGE LEVEL: Intermediate, Advanced

FORMAT: Student Book, Teacher's Guide

CONTENT: The text explores the daily work lives and associated problems of immigrants. Lessons are based on the educational process termed "problem-posing" and are designed to foster critical thinking and action.

AVAILABLE FROM: Addison-Wesley Publishing Company

TITLE: It's Up to You

AUTHOR/AGENCY: Dresner, Beck, Morgano, and Custer

PUBLICATION DATE: 1980

LANGUAGE LEVEL: Intermediate, Advanced

FORMAT: Student book, cassette tape

CONTENT: Designed to improve oral and written language skills and teach job-seeking strategies to LEP students. Focus items include: examining job needs, using the want-ads, making phone calls and interviewing.

AVAILABLE FROM: Longman, Inc.
19 West 44th Street
New York, NY 10038

TITLE: Let's Work Safely!

AUTHOR/AGENCY: Linda Mrowicki

PUBLICATION DATE: 1984

LANGUAGE LEVEL: High beginning, Intermediate

FORMAT: Student book

CONTENT: Teaching safety and the language of safety at the workplace is the topic of this book. Large print passages and many illustrations accompany sections on: safety clothing, safety procedures, safe and unsafe working conditions, and accidents. Students learn to talk about safety, read safety messages, and fill out report forms.

AVAILABLE FROM: Linmore Publishing, Inc.
P.O. Box 1545
Palatine, IL 60078

TITLE: May I Help You?

AUTHOR/AGENCY: Heide Spruck Wrigley

PUBLICATION DATE: 1987

LANGUAGE LEVEL: Intermediate

FORMAT: Student Book

CONTENT: The text gives practice in interacting with the public in service occupations, and includes chapters on dealing with customer complaints, special requests, and other situations encountered by employees.

AVAILABLE FROM: Addison-Wesley

TITLE: Prevocational English

AUTHOR/AGENCY: Daniel Rusthoi

PUBLICATION DATE: 1970, 1978, 1985

LANGUAGE LEVEL: Beginning-Intermediate

FORMAT: Student Texts - Levels 1 and 2
Student Workbooks - Levels 1 and 2
Teacher's Guide

CONTENT: This comprehensive series is intended to teach basic conversational English while providing an introduction to technical skills. Lessons are job-oriented and based on a teaching methodology termed "situational reinforcement." Each level provides material for 120-150 classroom hours.

AVAILABLE FROM: Volunteer Publishers, Inc.
National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975

TITLE: Speaking Up at Work

AUTHOR/AGENCY: Catherine Robinson and Jenise Rowekamp

PUBLICATION DATE: 1985

LANGUAGE LEVEL: Intermediate

FORMAT: Student Book, teacher's manual

CONTENT: The text focuses on language and culture needed by students to obtain and maintain employment. The first two sections of each of 11 units emphasize oral communication; the third section emphasizes reading and writing.

AVAILABLE FROM: Oxford University Press

TITLE: Your First Job: Putting Your English to Work

AUTHOR/AGENCY: David W. Prince and Julia Lakey Gage

PUBLICATION DATE: 1986

LANGUAGE LEVEL: Intermediate

FORMAT: Student text

CONTENT: This ESL text provides an introduction to the American workplace by emphasizing: on-the-job training methods, prescribed job tasks, and social English for the workplace. The setting for the text is a manufacturing factory, and students are exposed to common factory tasks and procedures.

AVAILABLE FROM: Prentice-Hall
Englewood Cliffs, NJ 07632

TITLE: VESL for Heating and Air Conditioning

DEVELOPER: Project OSCAER
Northwest Educational Cooperative
500 S. Dwyer
Arlington Heights, IL 60005

COMPATIBLE HARDWARE: Apple IIe, IIc (and II plus with 64+ K and graphics card).

DESCRIPTION: Unit 1: Safety. Two disks include exercises on Signs, Clothing, Warnings, and Precautions at two levels of difficulty and emphasize imperatives, modals, passive/active, and reading comprehension.
Unit 2: Soldering. One disk includes exercises on Tools, Procedures, and Concepts, and emphasizes vocational vocabulary.

AVAILABLE FROM: Project OSCAER
Northwest Educational Cooperative
500 S. Dwyer
Arlington Heights, IL 60005

D. Materials Clearinghouses

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
(202) 298-9292

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
Ohio State Unviersity
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
11501 Georgia Avenue
Wheaton, MD 20902
(800) 647-0123
(301) 933-9448

CLEARINGHOUSE FOR ESL PUBLIC DOMAIN SOFTWARE
Gordy Room 201
Ohio University
Athens, OH 45701

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

East Central Network
Illinois Vocational Curriculum Center
Sangamon State University
Building E-22
Springfield, IL 62708
(217) 786-6375

Minnesota, Wisconsin, Illinois, Michigan, Indiana, Ohio, Pennsylvania, West Virginia, Virginia, Delaware, Maryland

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Northeast Network for Curriculum Coordination
Rutgers University
200 Old Motowan Road
Old Bridge, NJ
(201) 390-1191

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New Jersey, New York, Puerto Rico, Virgin Islands

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Western Curriculum Coordination Center
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
(808) 948-7834

California, Hawaii, Nevada, Arizona, Trust Territories of the Pacific Islands, Guam, American Samoa

Midwest Curriculum Coordination Center
Curriculum and Instructional Materials Center
State Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074
(405) 377-2000

Iowa, Nebraska, Kansas, Missouri Oklahoma, Louisiana, Texas, New Mexico, Alabama, Mississippi

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Northwest Curriculum Coordination Center
St. Martin's College
Old Main Building, Room 478
Lacey, WA 58903

Washington, Oregon, Idaho, Montana, Wyoming, Utah, Colorado, North Dakota, S. Dakota, Alaska

- - - -

Southeast Curriculum Coordination Center
Mississippi State University
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida

APPENDICES

APPENDIX A
ABSTRACTS OF CONTRIBUTING BVT PROJECTS

Arizona Department of Education

Title: Bilingual Vocational Training Program

Language groups served: Spanish, Vietnamese, Chinese

Occupational areas: Data entry, quick service mechanics, home health aide, and arc welding

Length of training: 16 weeks .

Number of cycles: 2+

Weekly hours of vocational training: 10-12

Weekly hours of ESL training: 8-10

Weekly hours of job counseling: 1 1/2

Grant award amount: $214,274

Number of trainees: 70

Approximate cost per trainee: $3,061

Coordinating agencies: Maricopa Technical Community College, Arizona Department of Economic Security, Arizona Department of Education

Additional funding sources: P.L. 98-524 LEP formula money, Wagner Payser/Job Service, and student fund-raising activities

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Project Director: Gail Shay

Address: 108 North 40th Street
Phoenix, Arizona 85034

Phone: (602) 267-4497

Project runs until July 31, 1987

G0084 02116

Oakton Community College

Title: Project Best: Building Energy Systems Training

Language groups served: Spanish and Polish (Second language subject to change with new cycle)

Occupational area: Air conditioning and heating services

Length of training: 15 weeks

Number of training cycles: 3

Weekly hours of vocational training: 15

Weekly hours of ESL: 15

Grant award amount: $ 164,757

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $2,745

Coordinating agencies: Oakton Community College, MONNACEP Program

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Project Director: David Pankratz

Address: 1600 East Golf Road
Des Plaines, Illinois 60016

Phone: (312) 635-1808

Project runs until August, 1987

G0086 20007

St. Augustine College

Title: Project Access

Language group served: Spanish

Occupational areas: Restaurant cook and nursing assistant

	Cook	Nurse
Length of training:	32 weeks	13 weeks
Number of training cycles:	1	2
weekly hours of vocational training:	20 1/2	13
Weekly hours of ESL training:	7 1/2	5 1/2
Clinical experience:	--	2 weeks
Hours of job counseling:	90	24

Grant award amount: $149,815

Number of trainees: 75

Approximate cost per trainee: $2,000

Stipends: $46 per month for transportation

Coordinating agencies: Truman College is providing the nursing assistant training.

Project Director: Carmen Dominguez

Address: 1333 west Argyle
Chicago, Illinois 60640

Phone: (312) 629-1617

Project runs until August 15, 1987

G0084 02149

China Institute in America

Title: Bilingual Vocational Training Program for Chinese Chefs

Language group served: Chinese

Occupational area: Chinese cooking

Length of training: 20 weeks

Number of training cycles: 2 per year

Weekly hours of vocational training: 23

Weekly hours of ESL training: 14

Hours of job counseling: 5

On-the-job training: 7 weeks, 50 hours per week

Grant award amount: $398,349

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $6,600

Stipends: $3.35 per hour

Coordinating agencies: More than 20 Chinese restaurants participate by providing the site for on-the-job training and by supervising the trainee during the last 7 weeks of the training cycle.

Project Director: Ms. Sara Su Ma

Address: 125 E. 65th Street
New York, NY 10021

Phone: (212) 744-8181

Project runs until June 30, 1987

G0086 20005

Chinatown Manpower Project, Inc.

Title: Chinese/English Bilingual Vocational Training Program

Language group served: Chinese

Occupational area: Clerical, data-entry, and automated bookkeeping

Length of training: 24 weeks

Number of training cycles: 3 during 18 months

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Weekly hours of job counseling: 5

Grant award amount: $369,943

Number of trainees: 120 (during 18 months)

Approximate cost per trainee: $2,740

Stipends: $15 per week for transportation

Additional funding sources: IBM and other private industries support in providing training equipment, staff development workshops, and monetary contributions.

Project Director: Ms. Shirley Yu

Address: 70 Mulberry Street
New York, NY 10013

Phone: (212) 964-7719

Project runs until February 29, 1988

G0081 00858

TEXAS

Houston Community College System

Title: Bilingual Vocational Program for Air Condition & Refrigeration Technicians

Language group served: Spanish

Occupational area: Air conditioning, Heating & Refrigeration

Length of training: 32 weeks

Number of training cycles: 3 per year

Weekly hours of vocational training: 15

Weekly hours of ESL training: 10

Weekly hours of job couseling: 5

Institutionalized since: 1985

Number of trainees: 135

Funding Source: Houston Community College

Project Director: Daniel Munguia

Address: 3620 Crawford Street
Houston, TX 77004

Phone: (713) 630-7256

APPENDIX B

WORK ENGLISH SURVIVAL COMPETENCIES

WORK ENGLISH SURVIVAL LEVEL I COMPETENCIES: CROSS-TOPICS

1. BASIC LITERACY SKILLS
   1. Develop visual discrimination skills for shape, size, and directionality.
   2. Name, copy, and write digits 0-9 (including phone and social security numbers) in isolation and in sequence.
   3. Name, copy, and write numbers 1-100 in isolation and in sequence.
   4. Name, copy, and print upper case letters in isolation and in sequence.
   5. Name, copy, and print upper and lower case letters in isolation and in sequence.
2. CLARIFICATION
   1. Express a lack of understanding.
   2. Ask someone to speak slowly or to repeat.
   3. Repeat something or speak louder when asked to do so.
   4. Ask the English word for something.
   5. Ask the meaning/pronunciation of English words.
3. DIRECTIONS
   1. Ask for location of places inside a building, or outside.
   2. Follow simple oral directions to a place inside a building, or outside.
   3. Ask for and follow simple directions to locate items.
4. MONEY
   1. Identify United States coins and bills by name and value.
   2. Read prices on tags or signs.
   3. Make or respond to a request for change or specific coins.
   4. Read names of coins on coin operated machines.
5. PERSONAL IDENTIFICATION
   1. Respond orally and in writing to basic questions about personal identification.
6. SOCIAL LANGUAGE
   1. Introduce oneself and introduce family, friends and co-workers.
   2. Give and respond to simple greetings and farewells.
   3. Ask and answer questions about personal background and family.
   4. Keep a conversation going.
   5. Excuse oneself for being late and/or interrupting.
   6. Excuse oneself politely.
   7. Ask permission to use or do something.
   8. State weather conditions in simple terms.
   9. State general feelings, likes and dislikes.
   10. Give and respond to compliments.
7. TELEPHONE
   1. Read and dial telephone numbers.
   2. Identify oneself on the telephone when answering and when calling.
   3. Request to speak to someone.
   4. Respond to request to hold.
   5. Respond to offer to take message.
8. TIME AND DATES
   1. Read analog and digital time.
   2. Write the time.
   3. Ask and answer questions about the time.
   4. Name and read days of the week and their abbreviations.
   5. Ask and answer basic questions about days.
   6. Identify parts of the day.
   7. Ask and respond to simple questions about daily activities and weekly routines using time phrases.
   8. Name, read and write months and their abbreviations.
   9. Read and write dates in both words and numbers.
   10. Ask about and give dates when asked.
   11. Use a calendar.

Source: Project Work English
Competency-based Curriculum
Survival-Level One
Northwest Educational Cooperative

APPENDIX C

STUDENT PERFORMANCE LEVEL DOCUMENT

STUDENT PERFORMANCE LEVEL DOCUMENT

SOURCE:

Mainstream English Language Training Project (MELT)
U.S. Department of Health and Human Services
Social Security Administration
Office of Refugee Resettlement
March 1985

PRONUNCIATION: GLOBAL RATING

Speech is almost always unintelligible.	0
Speech is frequently not comprehensible.	1
Speech is generally understandable, but occasionally difficult or impossible to comprehend as a result of pronunciation problems.	2
Speech is readily understandable (from a pronunciation standpoint).	3

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
0 No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	No ability whatsoever.	0-8
I • Functions minimally, if at all, in English. • Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.	• Understands only a few isolated words, and extremely simple learned phrases. (What's your name?)	• Vocabulary limited to a few isolated words. • No control of grammar.	• Recognizes most letters of the alphabet, and single-digit numbers.	• Copies letters of the alphabet, numbers, own name and address; needs assistance.	9-15

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
II • Functions in a very limited way in situations related to immediate needs. • Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. • A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	• Understands a limited number of very simple learned phrases, spoken slowly with frequent repetitions.	• Expresses a limited number of immediate survival needs using very simple learned phrases. • Asks and responds to very simple learned questions. • Some control of very basic grammar.	• Recognizes letters of the alphabet, numbers 1-100, and a few very common sight words (e.g. name, address, stop).	• Writes letters of the alphabet, numbers 1-100, very basic personal info. on simplified forms; needs assistance.	16-28

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
III • Functions with some difficulty in situations related to immediate needs. • Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. • A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.	• Understands simple learned phrases, spoken slowly with frequent repetitions.	• Expresses immediate survival needs using simple learned phrases. • Asks and responds to simple learned questions. • Some control of very basic grammar.	• Reads and understands a limited number of common sight words, and short, simple learned phrases related to immediate needs.	• Writes a limited number of very common words, and basic personal info. on simplified forms; needs assistance.	29-41

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
IV • Can satisfy basic survival needs and a few very routine social demands. • Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. • A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.	• Understands simple learned phrases easily, and some simple new phrases containing familiar vocabulary, spoken slowly with frequent repetitions.	• Expresses basic survival needs, including asking and responding to related questions, using both learned and a limited number of new phrases. • Participates in basic conversations in a few very routine social situations (e.g. greeting, inviting). • Speaks with hesitation and frequent pauses. • Some control of basic grammar.	• Reads and understands simple learned sentences and some new sentences related to immediate needs; frequent misinterpretations.	• Writes common words and simple phrases related to immediate needs; makes frequent errors and needs assistance.	42-50

STUDENT PERFORMANCE LEVELS

	GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
V	• Can satisfy basic survival needs and some limited social demands. • Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated. • A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.	• Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition. • Has limited ability to understand on the telephone.	• Functions independently in most face-to-face basic survival situations but needs some help. • Asks and responds to direct questions on familiar and some unfamiliar subjects. • Still relies on learned phrases but also uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. • Communicates on the phone to express a limited number of survival needs, but with some difficulty. • Participates in basic conversations in a limited number of social situations. • Can occasionally clarify general meaning by simple rewording. • Increasing, but inconsistent, control of basic grammer.	• Reads and understands some short simplified materials related to basic needs with some misinterpretations.	• Writes phrases and some short, simple sentences; completes simplified forms. • Makes some errors; needs assistance.	51-57

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VI • Can satisfy most survival needs and limited social demands. • Can handle jobs and job training that involve following simple oral and written instructions and diagrams. • A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.	• Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording or slower speech. • Has some ability to understand without face-to-face contact (e.g. on the telephone, TV)	• Functions independently in most survival situations, but needs some help. • Relies less on learned phrases; speaks with creativity, but with hesitation. • Communicates on the phone on familiar subjects, but with some difficulty. • Participates with some confidence in social situations when addressed directly. • Can sometimes clarify general meaning by rewording. • Control of basic grammar evident, but inconsistent; may attempt to use more difficult grammar but with almost no control.	• Reads and understands simplified materials on familiar subjects. • May attempt to read some non-simplified materials (e.g. a notice from gas company), but needs a great deal of assistance.	• Performs basic writing tasks in a familiar context including short personal notes and letters (e.g. to a teacher or landlord). • Makes some errors; may need assistance.	58-64

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VII • Can satisfy survival needs and routine work and social demands. • Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. • A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.	• Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. • Understands routine work-related conversations. • Increasing ability to understand without face-to-face contact (telephone, TV, radio). • Has difficulty following conversation between native speakers.	• Functions independently in survival and many social and work situations, but may need help occasionally. • Communicates on the phone on familiar subjects. • Expands on basic ideas in conversation, but still speaks with hesitation while searching for appropriate vocabulary and grammar. • Clarifies general meaning easily, and can sometimes convey exact meaning. • Controls basic grammar, but not more difficult grammar.	• Reads and partially understands some non-simplified materials on everyday subjects; needs assistance.	• Performs routine writing tasks within a familiar context. • Makes some errors; may need assistance.	65+

STUDENT PERFORMANCE LEVELS

GENERAL LANGUAGE ABILITY	LISTENING COMPREHENSION	ORAL COMMUNICATION	READING	WRITING	B.E.S.T. SCORE
VIII • Can participate effectively in social and familiar work situations. • A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.	• Understands general conversation and conversation on technical subjects in own field. • Understands without face-to-face contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. • Understands most conversation between native speakers; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.	• Participates effectively in practical and social conversation and in technical discussions in own field. • Speaks fluently in both familiar and unfamiliar situations; can handle problem situations. • Conveys and explains exact meaning of complex ideas. • Good control of grammar.	• Reads and understands most non-simplified materials including materials in own field.	• Performs writing tasks with reasonable accuracy to meet social and basic work needs.	
IX • Can participate fluently and accurately in practical, social, and work situations. • A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.	• Understands almost all speech in any context. Occasionally confused by highly colloquial or regional speech.	• Approximates a native speaker's fluency and ability to convey own ideas precisely, even in unfamiliar situations. • Speaks without effort. • Excellent control of grammar with no apparent patterns of weakness.	• Reads non-simplified materials.	• Approximates a native speaker's ability to write accurately.	
X • Ability equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	• Equal to that of a native speaker of the same socio-economic level.	

APPENDIX D

LANGUAGE NEEDS ASSESSMENT INSTRUMENTS

LANGUAGE NEEDS ASSESSMENT

To get a global view of the worker's language needs, you should interview a supervisor and a worker in a similar position. Also, observe a worker to determine routine communicative needs.

QUESTIONS TO ASK PERSONNEL STAFF

I. Who would the workers report to or discuss regarding:

CONCERN	TITLE OF PERSON CONTACTED
1. injuries	
2. absenteeism/tardiness	
3. sign in/out procedures	
4. paycheck concerns	
5. supply needs	
6. broken equipment	
7. employee benefits	
8. promotional opportunities	
9. personal problems (which may affect job performance)	
10. phone-in procedures for sick days, emergencies, etc.	

II. Who else do the workers report or talk to? (Staff/Customers, etc.)

PERSON	SITUATION/FUNCTION

III. Are there any bilingual staff or supervisory positions?

IV. Which forms are the employees required to fill out? May we have blank and completed copies?

FORMS

1. job application
2. request for leave of absence or vacation
3. other _____
4. other _____

V. To what degree are employees required to fill out application forms? Are they allowed to use a written model, such as a resume, or an already completed form to copy from? Are they allowed to seek help from others in filling out the form?

VI. Are oral interviews required for obtaining a job? If so, what criterion is used for evaluating the employees' responses?

1. fluency
2. pronunciation
3. appropriateness of response
4. non-verbal behavior
5. ability to use correct grammar

QUESTIONS TO ASK SUPERVISORS

I. Are there any bilingual staff supervisory positions?

II. Are daily instructions provided? In written or oral form? Can you provide some examples?

III. Which forms are the employees required to fill out? May we have blank and complete copies of these forms?

FORMS

1. work schedule
2. supply request
3. inventory
4. other _____
5. other _____
6. other _____

IV. Which safety signs and symbols must the workers be able to read? _____

V. Which slang terms or specific in-house terms would the worker need to know?

VI. How much socializing or social interaction is permitted? Is it permitted only at designated times? If so, explain _____
Where is it permitted? - _____
Which topics are generally discussed? _____

QUESTIONS TO ASK SUPERVISORS (cont.)

VII. Which types of work-related equipment or machinery are the workers required to know the names of? _____

_____

VIII. Which common work procedures are workers required to comprehend and/or describe?

_____

IX. Which areas in the work site are the workers required to identify by name?

_____

XI. Are there any standard or job-specific abbreviations used in the work-site? Please list examples _____

XII. Are there any standard or job-specific coding procedures used in the work-site? Please list examples. _____

_____

FREQUENCY OF ENGLISH USED IN VOCATIONAL EDUCATION CLASSES AND ON THE JOB

Instructions: Please rate each language skill area according to its frequency and/or importance: 1) IN THE CLASS and 2) ON THE JOB.

Scale: 1 = little use to 5 = very frequent use

LANGUAGE SKILL:	Rate 1-5 1) IN THE CLASS	SITUATION	Rate 1-5 2) ON THE JOB	SITUATION
a) Listening Comprehension				
b) Speaking				
c) Reading				
d) Writing				

Coordination of Bilingual Vocational and VESL Curricula with the "Regular" Vocational Education Curriculum

We all agree that it is necessary and desirable for the Bilingual Vocational and/or VESL staff members to establish a good working relationship with the "regular" vocational instructor(s). How smoothly this runs will depend upon the particular situational mix of your respective programs, and the institution and personalities involved.

Coordination is particularly important in developing VESL curriculum and bilingual vocational materials. It generally falls to the Bilingual Vocational/VESL staff, as initiators of a "new" program, to take the lead in making specific requests for the type of information they need to assist the LEP students. After exchanging general descriptions of your program, students to be served, and the vocational course, you need to get down to specific points. The following list presents some key questions which might help you identify the vocational content and the related language to be learned.

1. What must the student be able to do after successfully completing your course? What (level of) skills must he/she demonstrate?
2. What (level of) math skills are required in your course?
3. What kinds of tests or other evaluations are done and how often are they done?
4. May I have a copy of your course outline or syllabus? Would you go over it with me?
5. What materials or textbooks are used?
6. What major content areas are taught in what order at what pace?
7. Do you go through this text chapter-by-chapter or do you skip around? (Again the order of content areas.)
8. Could you give me an idea of how closely you follow the text, and what you expect your students to be able to do with it?
9. About how much time do you spend on each chapter or major topic? (Again the pace of the course.)
10. How can I tell what is most important for the students to learn? Would you select for me ± 10 of the most important concepts in each unit/chapter?
11. How are classroom lectures and hand-on activities scheduled?
12. What kind of homework assignments do you give, and how often?
13. What other supplementary written material do you use (e.g. lists of tools, processes, machine parts, safety rules)? May I have copies?

14. What supplementary audio-visual aids do you use?

15. May I sit in on your class now and then, to get an idea of how you structure it, what kinds of activities you have the students do, and what kind of language you use?

16. Could we get together periodically to talk over things like eventual changes in the course outline, progress of the LEP students, and problems you see them having?

APPENDIX E

ESL ACTIVITIES

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Repetition Drill	To develop awareness of contextualized language and practice pronunciation.	1. Instructor says word or sentence. 2. Trainees repeat.	Instructor: That is a flaring tool. Trainees: That is a flaring Tool.
Substitution Drill	To develop awareness of lexicon or parts of speech which occur out of context.	1. Instructor says sentence and adds word to be substituted. 2. Trainees repeat sentence using substitution item.	Instructor: Hold the pliers firmly. Screwdriver. Trainees: Hold the screwdriver firmly.
One-Sided Dialogue	To expose trainees to natural discourse, intonation patterns, grammatical structures and correct sequence.	1. Instructor models each part of dialogue. 2. In dialogue format, instructor provides one part and trainees respond with the other part. (3.)Trainees provide appropriate responses given a new context.	Instructor: What do you have to do before you apply flux? Trainees: You have to sand the tubing. Instructor: Right. You have to sand it until it is smooth.
Total Physical Response	To develop listening skills for understanding oral instructions.	1. Instructor states instructions. 2. Trainees demonstrates understanding by performing appropriate actions or gestures.	Instructor: Pick up an elbow fitting. Hold it up next to the tubing. (Trainees perform tasks.)
Matching	To evaluate trainees' ability to match words, pictures, numbers or definitions.	WRITTEN: Match the item on the left to the corresponding item on the right or to aural cues.	WORKSHEET pictures of tools on left side — names of tools on right side

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Scrambled Sentences	To develop awareness of proper sentence structure.	1. Instructor hands out words randomly to students. 2. Trainees arrange words in proper sequence to form intelligible sentence.	wrenches are the tool in crib the The wrenches are in the tool crib.
Sequencing Steps Exercise	To develop one's ability to arrange steps in logical order.	1. Instructor reads or passes out sentences which are out of sequence. 2. Instructor asks trainees to place sentences in correct order.	CUES: Sand the tubing. Cut the tubing. Apply flux. Remove burr with reamer. Cut the tubing. Remove burr with reamer. Sand tubing. Apply flux.
Two-Sided Dialogue	To expose trainees to natural discourse, intonation patterns, grammatical structures and correct sequence. To encourage creative use of language within a specific context.	1. Instructor models dialogue. 2. Trainees practice both parts. (3.)Trainees compose and present new dialogue to class.	Trainee 1: Could you hand me a 5/8" wrench? Trainee 2: Sure. Do you need a vise-grips, too? Trainee 1: Yes. I don't have one here.
Question - Answer Drill	To develop ability to understand a question and form an appropriate response.	1. Instructor asks questions. 2. Trainees answer using correct structure.	Instructor: Is R-22 used in this air conditioner? Trainees: No, it isn't. R-12 is used in that air conditioner.
Answer - Question Drill	To develop ability to form questions.	1. Instructor provides "answer". 2. Trainees ask question which matches answer.	Instructor: 2.2 pounds. Trainees: How many pounds are there in a kilogram?

LEARNING ACTIVITIES

ACTIVITY	PURPOSE	PROCEDURES	EXAMPLES
Role Play	To elicit creative and natural language in a specific situation.	1. Instructor states setting, situation, problem, and roles of participants. 2. Trainees assume roles, and provide meaningful dialogue.	Trainee 1: What is the problem with this system? Trainee 2: It isn't cooling properly. Trainee 1: Did you check the line pressure? (etc.)
Reading Comprehension Questions Worksheet	To evaluate trainees' ability to comprehend prose.	WRITTEN: Read the message. Answer the questions.	Unit must be installed in a level position. "What should you remember when you install the unit?"

APPENDIX F

APPLIED PERFORMANCE TESTING ACTIVITIES

APPENDIX F: APPLIED PERFORMANCE TESTING ACTIVITIES

The last part of a lesson plan consists of the evaluation of learning. In competency-based instruction, the evaluation consists of the actual demonstration of performance. A VESL lesson plan should contain a performance objective which specified the performance (the specific behavior), the conditions (the performance situation), and measurable criterial (the standard of acceptance performance). The teacher can design an applied performance test in which students demonstrate the target competency. Examples of applied performance tests are simulations, role-plays, contact assignments, and performance. Following are definitions:

SIMULATION: A certain environment, such as a store, bank, post office, or workplace is replicated in the classroom or testing area, and students perform a specific task characteristic of that environment.

ROLE-PLAY: A situatin is established in which students react by playing a role.

CONTACT ASSIGNMENT: A student is sent out into the "real world" to accomplish a given task.

PERFORMANCE: The actual performance of some life skills is feasible in a classroom setting.

Source: Mainstream English Language Training Project (MELT)
U.S. Department of Health and Human Services
Social Security Administration
Office of Refugee Resettlement
March 1985

APPENDIX G

TRAINEE AND EMPLOYER FOLLOW-UP QUESTIONNAIRE

TRAINEE FOLLOW-UP

SAMPLE PHONE INTERVIEW

EMPLOYMENT STATUS:

1. Are you currently employed ___ unemployed ___ (go to #10)
2. Who do you work for: _____
3. What is your job title/occupation? _____
4. How many hours do you work per week? _____ hrs.
5. What is your current salary (per hour)? $_____
6. How long have you worked with this employer? _____
7. Are you happy with your job? Yes _____ No _____ Comment:
8. How well did the vocational training prepare you for your job?

   Very well _____ Well _____ Somewhat _____ Not at all _____
9. Are you having any problems with your English on the job?
   Yes _____ No _____ Cite examples:
10. Why aren't you employed? Health _____ Family _____ School _____

    Not interested _____ Other:

PROGRAM SATISFACTION:

1. Did you complete the training program? Yes ___ No ___ Why?
2. Have you been contacted by the program after leaving?
   Yes _____ No _____ Explain:
3. Was the training site convenient to where you lived?
   Yes _____ No _____ Explain:
4. Was the schedule of your classes convenient? Yes ___ No ___
   Explain:

5. Did you understand the information presented by your vocational teacher?

Always _____ Most of the time _____ Sometimes _____ Seldom _____

6. Did you have any trouble understanding the materials used in vocational class? Yes ____ No ____ Explain:

7. Did the vocational teacher take the time to explain things or words you did not understand? Yes ____ No ____ Explain:

8. Would you rather have a bilingual teacher or an aide to translate for you?
Bilingual teacher _____ Aide _____

9. Did the ESL class help prepare you for your vocational class?
Yes _____ No _____ Explain:

10. Did the ESL class help prepare you for communicating on the job?
Yes _____ No _____ Explain:

11. Did the counselor help prepare you for finding and getting a job?
Yes _____ No _____ Explain:

12. Was the counseling helpful in dealing with your personal problems?
Yes _____ No _____ Explain:

13. Was the counseling helpful in dealing with your training problems?
Yes _____ No _____ Explain:

14. Did the program affect your attitude toward work?
Yes _____ No _____ Explain:

15. Do you have any recommendation for the program?

EMPLOYER FOLLOW-UP

SAMPLE PHONE INTERVIEW

WORK STATUS

1. Is the employee (trainee) working full time or part-time for your company? How many hours per week?

2. How much is the employee earning per hour?

3. Does the employee have any benefits?
If so, which ones (health insurance, sick pay, vacation pay, etc.)?

4. What is the employee's job title?

5. What are the employee's main job responsibilities?

6. Has the employee received a promotion since s/he began working for your company?

EMPLOYER SATISFACTION

1. Are you satified with the employee's work performance? Explain:

2. Do you feel that the employee received adequate vocational training for the job? Explain:

3. Does the employee have adequate English language skills to perform successfully on the job? Explain:

4. Does the employee interact appropriately with his/her supervisor? Explain:

5. How does the employee get along with co-workers?

6. Are you satisfied with the employee's overall progress since s/he began working?

7. Is the employee motivated to improve him/herself?

8. Is the employee in line for some type of promotion or pay increase in the near future?

9. Would you hire another employee like this one?

10. Any additional comments:

APPENDIX H
GENERAL EMPLOYMENT SKILLS LIST

General Employment Skills

1. Job Search

   1.1 Investigate the services of employment agencies
   1.2 Locate job openings through newspapers, personal contacts, and through direct contact with employers

2. Job Applications

   2.1 Prepare letters of inquiry or application
   2.2 Compile a list of references
   2.3 Prepare application forms
   2.4 Apply for a social security card, work permit, and licenses
   2.5 Prepare a resume

3. Employment Tests

   3.1 Prepare for common types of employment tests
   3.2 Take commonly administered employment tests

4. Job Interviews

   4.1 Demonstrate an attitude appropriate for a job interview
   4.2 Discuss prior work experiences, and personal, character, and job references
   4.3 Discuss personal aptitudes with respect to a prospective employer's requirements
   4.4 Document and discuss all training and education relevant to job openings
   4.5 Discuss wages and salaries with a prospective employer

5. Employee Characteristics

   5.1 Display motivation toward work
   5.2 Adjust to changes in work conditions
   5.3 Tactfully accept or decline overtime work requests
   5.4 Demonstrate loyalty to company
   5.5 Tactfully handle frustration at work
   5.6 Participate in work related social activities
   5.7 Work effectively without supervision or with limited supervision
   5.8 Maintain a good work attendance record
   5.9 Follow directions correctly and complete assigned tasks
   5.10 Ask questions when confused
   5.11 Demonstrate a willingness to improve personal capabilities and acquire new skills
   5.12 Be a productive employee
   5.13 Work effectively as a team member and get along with other employees

APPENDIX I
GRAMMATICAL FOCUS INDEX

HEATING AND AIR CONDITIONING VESL CURRICULUM
GRAMMATICAL FOCUS INDEX (FOR TRAINEES'/WORKERS' ORAL SAMPLES)

NOUNS

Level 1
singular/plural I.1

Level 2
noun as adjectives I.2

PRONOUNS

Level 1
demonstrative I.1, I.4, C.6
personal I.2, T.11
as objects T.11
ONE I.4
relative F.5
possessive S.5, S.8, T.8
indefinite ANY T.6, G.4
ONE/ANOTHER T.7
reflexive T.11

Level 2
demonstrative I.1
relative I.4, G.1
personal F.2
reflexive S.5, T.11
possessive T.1
ANY T.6
SOME/ONE T.7

ADVERBS

Level 1
frequency S.8
sequence T.3
manner T.16, C.13
comparative T.16
time G.1

Level 2
intensifiers I.6,S.6,T.7
sequence F.4, T.3
frequency S.8
location T.1
time T.13, G.7
manner C.3
FOR/SINCE
INSTEAD OF/RATHER G.14

ADJECTIVES

Level 1
descriptive I.3
demonstrative I.4
ordinal numbers I.6
comparative S.2
possessive T.1, T.8

Level 2
descriptive I.2,I.3,I.4
S.8
comparative I.5, G.5
interrogative I.4
possessive I.1,S.2,T.8

ARTICLES

Level 1
indefinite I.1
definite I.2

Level 2
indefinite I.1
definite I.2

PREPOSITIONAL PHRASES

Level 1
adjectival I.2, S.5, G.4
adverbial
general F.3,G.9,G.12,
G.17
sequence F.4
location T.9,T.10,T.15

Level 2
adjectival I.2, G.12
adverbial
general S.2,T.8,G.5,
G.9,G.12,G.16
location T.9,T.10
time G.7

CONJUNCTIONS

Level 1
AND S.2

Level 2
EITHER/OR F.5
AND S.8
BUT G.16

CLAUSES

Level 1
adverbial T.15
noun G.16

Level 2
adjectival I.4
adverbial I.6, F.1, F.2, F.6
S.5,T.9,G.4
noun F.5, T.15, C.5, G.16

QUESTION FORMS

Level 1
YES/NO + present BE I.2
WHAT + BE (+ CALLED) I.3
WHICH/WHAT I.4
HOW + DO F.3, C.4, C.6, G.5
WHY + past DO F.7
WHAT + DO (SHOULD) T.2
WHAT T.5
HOW MANY T.6
WHERE T.9
WHICH WAY T.10
WOULD T.12
WHAT + DO C.5
YES/NO + DO T.5, G.4
HOW MUCH + BE G.12
WHAT + BE G.12

Level 2
WHICH/WHAT + BE I.4
YES/NO I.3
WHEN + DO F.3
WHAT + SHOULD S.1, S.8
SHOULD S.4
WHAT + past DO T.2, C.2
WHAT T.5, C.6
HOW MUCH T.6
tag questions T.12, C.7
COULD C.2
embedded WHAT C.2,
WHAT + DO C.5, G.12
WHO G.1
THERE IS/ARE
WOULD G.5
WHEN + WOULD G.11
THERE IS/ARE G.12
COULD G.14

VERB TENSES

Level 1
present BE, I.1, I.2
simple present I.6, F.4, F.5
past BE I.6, G.10
present continuous F.6,G.1, G.10, G.11
future WILL, F.7, T.14, S.4, T.15
simple past S.5
simple past T.14
(imperatives - see "verb forms")

Level 2

present continuous I.6, T.12, T.15
simple present F.4, C.5(neg.)
simple past F.2, F.7, T.8, C.2
future GOING TO F.6, T.13
future conditional F.7
past continuous S.5
future WILL T.7, T.10, T.16
present perfect with modals T.14, G.16
present perfect G.9
present perfect continuous G.10
present conditional (IF) G.14
(imperatives - see "verb forms")

MODALS

Level 1
WOULD S.6, T.12, G.5, G.7
SHOULD S.8
CAN/CAN'T T.8, T.10, T.11
COULD C.2, G.11, G.16
CAN G.9, G.14
WOULD LIKE G.14
Modals + passive S.7

Level 2
MUST S.2
SHOULD S.2, T.14, G.16
WOULD S.5, G.7, G.14
SHOULD + passive S.6
CAN/COULD T.1, T.8, T.11, T.15, C.4
CAN (neg.) T.11
COULD, C.2, C.3, C.4 G.1, G.2, G.11
CAN G.9
WOULD (past neg.) G.17
Modals + passive S.7

VERB FORMS

Level 1
passive CALLED I.3
passive MEASURED IN I.5, I.6
two word verbs F.5, T.5, S.8
gerund F.1, F.6, T.10
infinitive F.2
passive F.7
infinitives S.6
imperatives S.7, T.1, T.2, T.10
imperatives (neg.) S.4
polite imperatives C.3

Level 2
imperative I.5, S.4, S.5, S.8, T.1, T.10
passive F.1, F.7
infinitive S.2, S.3
two word verbs S.2, T.2
imperatives (neg.) S.3
gerund + object noun S.5
reported speech S.3, T.2
gerunds T.11, T.13

SHORT ANSWER FORMS

Level 1
I.2
S.3, S.4
T.1
C.1

Level 2
C.7

SPECIAL USAGES

Level 1
USED FOR + gerund F.1
USED TO + infinitive F.1
THERE IS/ARE S.1, S.6, G.16
USED FOR S.1
WOULD LIKE + infinitive S.6, G.14
HAVE TO T.3
BE OUT OF T.6
THERE IS/ARE T.7
HOW'S THIS? T.12
BE FINISHED/DONE + gerund T.13
polite expressions T.12, T.16, C.3
apologetic expressions T.14
STAND FOR C.5

Level 2
HAVE TO F.1, T.3, T.6
HAVE TO (past) F.2
USED FOR S.1
USED FOR + gerund C.6
apologetic expressions S.3
THANKS FOR + gerund S.4
WOULD LIKE + infinitive S.5, G.14
THERE IS/ARE S.6
SEEMS + infinitive T.5
HOW ABOUT + noun T.5
RUN OUT OF T.6
HOW DO I GET... T.10
HELP + gerund T.11
HOW + present continuous T.12
DON'T FORGET + infinitive T.12
BE FINISHED + gerund T.13
THANKS FOR + gerund T.16
GET IT idiom C.1
KNOW HOW + infinitive C.1
CATCH THAT idiom C.3
LOOK FORWARD TO idiom G.7
PREFER G.11
NEED + infinitive G.14